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ABSTRACT

The handbook contains rules and regulations governing the Chapter 1 Reading and Math Improvement Program in the Danville, Illinois, Community Consolidated School District #118. Included are copies of questionnaires, profile blanks, reports, record cards and all other forms necessary for running the program. The guide covers the following topics: (1) activities time line for the 1986-87 school year; (2) students; (3) teacher/staff; (4) testing; (5) parent involvement; (6) needs assessment; (7) evaluations; (8) ordering; (9) reading lab program; (10) transitional first grade program; (11) questions and answers about Chapter 1; and (12) Chapter 1 application. (PS)

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CHAPTER I

TEACHER'S

HANDBOOK

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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DANVILLE COMMUNITY CONSOLIDATED SCHOOL DISTRICT #118
DANVILLE, ILLINOIS
Linda Meyer, Coordinator

1986-87

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1986-87 TIMELINE

CHAPTER 1 ACTIVITIES

ACTIVITY	DATE
Update Chapter 1 teacher's manual. Prepare schedule of inservice.	Prior to beginning of teachers' first day of school.
Diagnostic testing & materials purchase orders to be mailed.	As soon as application approval is received.
Conduct pre-service workshop.	August 26, 1986
Additional diagnostic testing for students eligible for the program.	Beginning August 27, 1986
Instruction begins on or before this date.	September 8, 1986
Request test quantities needed by each teacher. Collect test materials used previous year.	September 13, 1986
Schedule of teachers' classes due.	September 22, 1986
Student Information Sheets due.	September 22, 1986
Parent orientation meetings in each school.	October & November
Copies of personal building goals due in office	October 1, 1986
Parochial students begin.	October 1, 1986
Chapter 1 Teacher's meeting - Champaign	October 1, 1986
Pre-test students in the program and a reasonable number on waiting list with Gates MacGinitie.	October 6-10, 1986
Quarterly Report (Sept. 30)	October 15, 1986
Christmas Parent Luncheon.	December 11, 1986
Quarterly Report (Dec. 31) due to ISBE.	January 15, 1987
Administer Slingerland to T-1	January 9-13, 1987
Needs Assessment & Evaluation Forms for District #118 and private schools.	February 9-13, 1987

Parent Workshop - Urbana	February 19, 1987
Spring Workshop; Review application.	March 12, 1987
T-1 Brigance Scores due.	March 16, 1987
SESAT T-1 scores due.	As soon as test results are available.
Parent evaluation of the Chapter 1 program.	March 16-20, 1987
Request additional post-test quantities from Chapter 1 teachers.	April 1, 1987
Quarterly Report (Mar. 31) due to ISBE.	April 15, 1987
Board approval - Chapter 1 proposal.	May 6, 1987
Awards Night	May 19, 1987
Post-test all students in program.	May 4-8, 1987
Proposal for the upcoming school year must be submitted to ROE.	May 15, 1987
Parochial students finish.	May 15, 1987
Final Report (June 30) due to ISBE.	July 30, 1987

CHAPTER 1 INSERVICE MEETINGS

August 26, 1986	1:30 PM
October 7, 1986	3:45 PM
November 4, 2986	3:45 PM
December 2, 1986	3:45 PM
January 13, 1987	3:45 PM
February 3, 1987	3:45 PM
March 3, 1987	3:45 PM
April 7, 1987	3:45 PM
May 5, 1987	3:45 PM

CHAPTER 1 GUIDELINES 1986-87

I. Criteria for selecting Chapter 1 students:

A. Below the 40th percentile on 1986 Stanford Achievement Test
B. Classroom teacher/principal recommendation
C. Chapter 1 teacher recommendation
D. Parent recommendation
E. Cumulative file

II. Criteria for scheduling Chapter 1 students:

A. General guidelines

1) 1st grade - teacher recommendation
2) 2nd - 3rd - 6-9 mos. below grade level
3) 4th - 5th - 1-2 yrs. below
4) 6th - 8th - 1-2 yrs. below

B. Establish waiting list
C. Schedule <u>first</u> those students with greatest need (based on all your information), according to A above.

III. Dual Services (L.D.)

A. Chapter 1 will serve no reading student who qualifies for <u>L.D. reading services</u> nor any math student who qualifies for <u>LD math services</u>.
B. A student who received other L.D. services will be low priority and approval of the Director of Chapter 1 must be obtained before that child is served.
C. If you are serving a child who is later tested and found to be qualified for L.D. in the subject area you are providing services, s/he will immediately be dropped from the Chapter 1 program.

IV. Parent Communication

A. Parent contact

1) One child per week

(a) Something positive - by phone, note, or visit

REMEMBER -- WE WANT THE CHAPTER 1 READING LAB TO BE A <u>POSITIVE</u> EXPERIENCE FOR THE CHILD. OUR GOAL IS TO HELP EACH CHILD FEEL GOOD ABOUT HIM/HERSELF AND TO KNOW <u>SUCCESS</u>.

CLASS LOAD

Class size is limited to a maximum of five students per each half-hour session at the elementary level, with a total enrollment of 30-35 students; a maximum of eight students per class at the middle school, with a total of 40-45 students. Because needs will differ, the following options are open:

A. Chapter 1 teachers will teach the same amount of hours as the regular classroom teachers in their buildings.

B. A student group may occasionally exceed five or eight for special instructional purposes that fit their needs and interests, e.g. films.

C. Teachers may occasionally go into classrooms and work with Chapter 1 students in their own rooms (with classroom teacher permission).

D. Team teaching among Chapter 1 teachers in the same building.

STUDENT FOLDER

Should include:

1. Data concerning parental contact
2. Diagnostic test scores
3. Pre- and post-test scores (Gates & SDMT)
4. Samples of student's work
5. Student profile
6. Student selection data
7. Student record card

GENERAL INFORMATION ON SELECTION

- As a result of spring diagnostic testing in reading, teachers have on file the names of students recommended for Chapter 1 for this school year. These students will be the first to receive Chapter 1 services. Those students receiving math at the elementary level and reading at the middle school level will receive diagnostic testing as soon as referrals are received.

- Once all diagnostic testing has been completed and evaluated, Chapter 1 teachers should then assess each student's educational needs. Student profiles should be established (see pp. 7-11).

  The student's instructional program should be under continuous evaluation during the school year.

- Students transferring from one Chapter 1 school to another within the district should be entered into the program, and their records should be sent to the new Chapter 1 teacher immediately. These students should be put on a waiting list, if there is no available spot, and they should be served as soon as scheduling permits.

- Pupils generally will not be accepted who are already receiving other special services or who are on waiting lists for those services (see p. 3).

- When there are more students needing help than positions available, a priority listing will be made according to need. A waiting list of eligible students will be maintained.

- Referral of students may be made by the principal, psychologist, social worker, classroom teacher, Chapter 1 teacher, counselor, or parent. Final selection will be determined by the Chapter 1 teacher.

- Parents must be informed of their child's entrance into Chapter 1 with a letter from the school. (Sample letters have been included on pp 27-28). The printed informational booklet describing Chapter 1 should accompany the letter from the school (see pp. 46-).

- Selection of students in the Transitional First Grade Program is based on kindergarten teacher recommendation, checklists, and test scores.

RETURN TO CLASSROOM

Pupils will return to their regular schedule when at least one of the following is true:

1. They are able to successfully complete their objectives and the classroom teacher as well as the Chapter 1 teacher feel that the student can function in the regular classroom without Chapter 1 support. (Names of these students are submitted to the director at end of school.)

2. The Chapter 1 teacher feels that the pupil is at a learning plateau. (Student could be rescheduled for a later session.)

3. The attitude of the learner is such that little or no progress is being made after at least six weeks instruction.

4. Parent(s) request that their child return to the regular classroom.

Parents, principal, classroom teacher, and Chapter 1 director must be notified when students are returned to the regular classroom. (See letter on p. 24).

DROPPING STUDENTS

Students that are to be dropped from the program for any reason must be reported to the Chapter 1 director. The reason for the drop must be stated in writing. (Please use the prepared form on page 7, SIS.) The classroom teacher, principal, and parents should be consulted and notified.

TRANSFERRING STUDENTS

The Student Information Sheet (SIS - p.7) should be used for notifying the Chapter 1 director of students that are transferring to another school within the district. Student records should be directed to the new school's Chapter 1 teacher immediately.

STUDENTS GOING OUT OF DISTRICT

The records of Chapter 1 students that have left the district will go to the principal's office to be forwarded.

CHAPTER 1
Elementary
Student Profile

STUDENT _____ GRADE LEVEL _____

CHAPTER 1 TEACHER _____ SCHOOL YEAR 19 __ - 19 __

_____

N = Needs Improvement
I = Introduced Instruction
S = Satisfactory

_____

	N	I	S
I. READINESS SKILLS			
Directionality			
Left to right			
Top to bottom			
Visual discrimination			
Auditory discrimination			
Listening Skills			
Motor Coordination			
_____			
_____			
_____			
II. SIGHT WORD RECOGNITION			
Dolch Basic Sight Word List			
Atlantic and Pacific Word List			
Kucera-Francis-Corpus Word List			
_____			
_____			
_____			
III. PHONETIC ANALYSIS			
Consonant Sounds			
b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z			
Vowel Sounds			
a,e,i,o,u, (y,w)			
Short			
Long			
Consonant Clusters			
Blends			
Digraphs			
Vowel Clusters			
au (auto), aw (saw), ea (head), ew (few), ie (chief)			
oi (boil), oo (look), oo (boot), ou (shout), ow (show),			
ow (how), oy (boy), ue (blue), ui (suit)			
_____			
_____			
_____			

	N	I	S
IV. STRUCTURAL ANALYSIS			
Prefix			
Suffix			
Syllabication			
V. COMPREHENSION			
Literal			
Main Ideas			
Details			
Inferential			
Predictions			
VI. STUDY SKILLS			
Dictionary			
Maps			
Charts			
Table of Contents			
Index			
VII. ORAL READING FLUENCY			
VII. OTHER			

CHAPTER 1 MIDDLE SCHOOL

STUDENT PROFILE

STUDENT'S NAME _____ SCHOOL _____

	ORAL						SILENT					
A. READING TECHNIQUES & BEHAVIORS												
1. Easily distracted												
2. Effort and Attitude (G = good) (P = poor)												
3. Appears (R = relaxed) (T = tense)												
4. Recreational (N = none) (F = frequent)												
5. Volume (C = comfortable) (L = loud) (S = soft)												
6. Rate (R = rapid) (S = slow)												
7. Points												
8. Uses Marker												
9. Loses Place												
10. Ignores Errors												
11. Not aware of errors												
12. Concentration (G = good) (P = poor)												
13. Ability to work alone (G = good) (P = poor)												
14. Repeats words												
15. Ignores Punctuation												
16. Omissions												
17. Substitutions												
18. Nonpronunciations												
19. Mispronunciations												

STUDENT PROFILE - Page 2

(D = Deficient I = Improvement M = Mastery)

B. WRITTEN SKILLS						
1. Spelling						
2. Handwriting						
3. Written composition						
4. Able to write concise book report						
5. Outlining						
6. Complete sentences						
7.						
C. PERCEPTUAL SKILLS						
1. Reversals						
2. Speech						
3.						
D. READING COMPREHENSION						
1. Details						
2. Main ideas						
3. Follows oral directions						
4. Follows written directions						
5. Sequencing						
6. Cause and effect						
7. Drawing conclusions						
8. Summarizing (Oral)						
9. Summarizing (Written)						
10. Predicting outcomes						
11. Listening comprehension						
12.						
E. HEALTH						
1. Vision						
2. Hearing						
3. Other						

F. WORD IDENTIFICATION						
1. Sight vocabulary						
2. Decoding skills						
3. Context clues						
4. Suffixes						
5. Prefixes						
6. Root words						
7. Synonyms						
8. Antonyms						
9. Compound words						
10. Contractions						
11. Homonyms						
12. Word meanings						
13. Contractions						
14. Alphabetizing						
15. Classification						
16. Sounds of c, g						
17. Special vowel sounds						
18.						
G. LOCATING INFORMATION						
1. Table of contents, index						
2. Charts, tables, graphs						
3. Reference materials						
4. Content area vocabulary						
5. Reading to answer questions						
6. Reading to understand content						
7. Card catalog						
8.						

STUDENT INFORMATION

SCHOOL _____ BIRTHDATE | AGE | GRADE | RACE | SEX

TEACHER _____

STUDENT _____ CLASS TIME _____

Date Entered _____ REASON FOR WITHDRAWAL _____

Date Withdrawn _____

PARENT INFORMATION

Parents _____

Address _____

Phone _____

GATES TEST INFORMATION

	Date	Raw Score	
Pre			
Post			

Level _____ Form _____

STUDENT INFORMATION

SCHOOL _____ BIRTHDATE | AGE | GRADE | RACE | SEX

TEACHER _____

STUDENT _____ CLASS TIME _____

Date Entered _____ REASON FOR WITHDRAWAL _____

Date Withdrawn _____

PARENT INFORMATION

Parents _____

Address _____

Phone _____

GATES TEST INFORMATION

	Date	Raw Score	
Pre			
Post			

Level _____ Form _____

STUDENT INFORMATION

SCHOOL _____ BIRTHDATE | AGE | GRADE | RACE | SEX

TEACHER _____

STUDENT _____ CLASS TIME _____

Date Entered _____ REASON FOR WITHDRAWAL _____

Date Withdrawn _____

PARENT INFORMATION

Parents _____

Address _____

Phone _____

GATES TEST INFORMATION

	Date	Raw Score	
Pre			
Post			

Level _____ Form _____

STUDENT INFORMATION

SCHOOL _____ BIRTHDATE | AGE | GRADE | RACE | SEX

TEACHER _____

STUDENT _____ CLASS TIME _____

Date Entered _____ REASON FOR WITHDRAWAL _____

Date Withdrawn _____

PARENT INFORMATION

Parents _____

Address _____

Phone _____

GATES TEST INFORMATION

	Date	Raw Score	
Pre			
Post			

Level _____ Form _____

* Teacher will have to fill in reading or math.

CHAPTER 1 PROGRESS REPORT

NAME _____

GRADE _____

DATE _____

Your child has been participating in Chapter 1 _____*.

PERFORMANCE:

_____Needs Improvement _____Is Satisfactory

ATTITUDE:

_____Needs Improvement _____Is Satisfactory

INTEREST IN OTHER READING:

_____Needs Improvement _____Is Satisfactory

WORK HABITS:

_____Needs Improvement _____Is Satisfactory

I hope your child is reading or working on math at home at least fifteen minutes a day.

COMMENTS: _____

_____

_____

_____

_____

_____
Chapter 1 Teacher

- -

I received a Chapter 1 Progress Report!

COMMENTS OR SUGGESTIONS: _____

_____

_____

_____
Parent's Signature

_____
Child's Signature

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DANVILLE DISTRICT 118

ECIA CHAPTER 1

STUDENT RECORD CARD

NAME _____ GRADE(S) RETAINED _____

GATES MAC GINITIE READING TEST

					VOCABULARY		COMPREHENSION		TOTAL READING	
SCHOOL	CHAPTER 1 TEACHER	STAND. Test % ILE	GRADE	TEST LEVEL	PRE-TEST RDG. % ILE	POST-TEST RDG. % ILE	PRE-TEST RDG. % ILE	POST-TEST RDG. % ILE	PRE-TEST %	POST-TE %

19

20

DIAGNOSTIC TESTING

SCHOOL	CHAPTER 1 TEACHER	GRADE	DATE	TEST USED	RESULTS & COMMENTS

21

22

Rev. 7/85

3

ECIA CHAPTER 1

READING OR MATH

REFERRAL FOR PROSPECTIVE STUDENTS

SCHOOL YEAR_____

PUPIL'S NAME	GRADE	TEXTBOOK LEVEL	REFERRED BY	COMMENTS	STAND. %-ILE	YEARS IN CH. 1	L.D.

- 91 -

MATH WEEKLY REPORT

CHAPTER 1 TEACHER _____ CLASSROOM TEACHER _____ WEEK OF _____

Student	Math Level	T.E., Pages To Be Covered	Classroom Teacher's Comments	Chapter 1 Teacher's Comments

Additional Comments:

CHAPTER 1

READING WEEKLY REPORT

CHAPTER 1 TEACHER _____ CLASSROOM TEACHER _____ WEEK OF _____

Student	Reading Level	T.E., Pages To Be Covered	Classroom Teacher's Comments	Chapter 1 Teacher's Comments

Additional Comments:

PRIVATE SCHOOL COMMUNICATIONS FORM

Student's Name_____

School_____

Date_____to_____

I. TESTS GIVEN:

Name and Publisher	Date Given	Scores	Comments

II. MATERIALS USED:

Name and Publisher	Type of Material	Skill Covered	Comments

III. GENERAL COMMENTS:

(Changes in work habits, attitude, relevant family information etc)

_____

_____

_____

_____

_____

Classroom Teacher_____

Date_____

E.C.I.A. TEACHER SCHEDULE

1986-87

SCHOOL_____ TEACHER'S NAME_____

TIME	GRADE	TIME	GRADE
TIME	GRADE	TIME	GRADE
TIME	GRADE	TIME	GRADE
TIME	GRADE	TIME	GRADE
TIME	GRADE	TIME	GRADE
TIME	GRADE	TIME	GRADE

PLANNING TIME_____

DATE_____ TOTAL NUMBER OF STUDENTS_____

E.C.I.A. CHAPTER 1

REQUEST FOR SERVICES OF PARENT COORDINATOR

TO PARENT COORDINATOR_____ DATE:_____

SCHOOL:_____ TEACHER:_____

SERVICES NEEDED:_____

_____

_____

_____

ACTIONS TAKEN: _____

_____

_____

_____

DATE COMPLETED: _____

E.C.I.A. CHAPTER 1

REQUEST FOR SERVICES OF PARENT COORDINATOR

TO PARENT COORDINATOR_____ DATE:_____

SCHOOL:_____ TEACHER:_____

SERVICES NEEDED:_____

_____

_____

_____

ACTIONS TAKEN: _____

_____

_____

_____

DATE COMPLETED: _____

E.C.I.A. CHAPTER 1

REQUEST FOR SERVICES OF SCHOOL/COMMUNITY LIAISON WORKER

Student's Name_____ Grade_____ Age_____

School_____Chapter 1 Teacher_____

Parents or Guardian_____

Address_____ Phone_____

STUDENT COULD USE HELP WITH:

Physical limitations (seeing, hearing, speech, etc)..._____

Attendance.....____

Personal Hygiene.....____

Basic Learning Skills.....____

Disruptive Behavior.....____

Anxiety or tension.....____

Family problems (illness, financial, etc.).....____

Increased Parent Understanding & Involvement.....____

Personal Relationships.....____

Building Self Confidence.....____

Language Barrier.....____

Other Problems.....____

Comments on checked items (use back of sheet if necessary)

_____

_____

_____

_____

PRINCIPAL_____ REFERRANT_____

DATE_____

PRE- AND POST-TESTING

PRE-TESTING:

Chapter 1 students will receive an appropriate level (out-of-level) of the 1978 Gates MacGinitie Reading Test, Form 1 or 2 or the Stanford Diagnostic Math Test, Third Edition, Red or Green Level.

The level for the Gates test is determined by using a test one level below the student's grade level. For example:

Level R------1st Grade
Level A------2nd Grade
Level B------3rd Grade
Level C------4th, 5th & 6th Grades
Level D------7th & 8th grades

The level for the SDMT is as follows:

Red Level - 1st, 2nd, & 3rd Grades

Green Level - 4th & 5th Grades

The pre-tests will be administered October 6-10, 1986.

POST-TESTING:

Chapter 1 students will receive an appropriate level (out-of-level) of the Gates Reading Test or the SDMT. The form for post-testing will always be the same as for pre-testing. In as many cases as possible, the post-test level should be the same as the pre-test level. In situations where this is not possible, then the appropriate test level will be determined by the student's highest instructional level at the time of post-testing.

Students who leave the program early and are mainstreamed back into the classroom before the post-testing date should also receive the post-test with the Chapter 1 students at test time.

The post-tests will be administered May 4-8, 1987.

CHAPTER 1 PRE-TEST GUIDE

WHO---------- Selection of Chapter 1 students must precede pre-testing.

You should also test a reasonable number of students on your Chapter 1 waiting list.

PREPARATION------ Refer to Page 9 of the district's 1986-87 Chapter 1 application as approved by the Illinois State Board of Education.

1. Test Name, Subtest, Year of Publication. Administer the Vocabulary and Comprehension Tests for Gates and SDMT.

2. Test Dates. Administer pre-tests as close as possible to the dates approved in the 1986-87 Chapter 1 application.

3. Instructions. Review instructions for administering the test form and levels you will use before the date of the test.

WHAT TO DO-------

1. Follow instructions in the publisher's administrative manual precisely.

2. Make testing conditions as comfortable as possible for students.

3. Test Chapter 1 students by selecting test that is appropriate (See Pre-testing, p.)

4. If child scores 75% or better, administer the next higher level. If child scores 25% or lower, administer the next lower level.

SCORING----------

1. Keep detailed records for each student showing:

   a. Exact test date, test form and test level
   b. Pre-test raw scores

2. Do not compute NCE scores. Group NCE scores will be computed by ISBE.

3. Individual student NCE scores are not required or recommended for Chapter 1 evaluation.

TO BE TURNED IN TO THE CHAPTER I OFFICE AT THE END OF THE SCHOOL YEAR.

CHAPTER I DANVILLE, ILLINOIS

LOCAL MODEL A-1 TEST DATA REPORT

SCHOOL _____

TEACHER _____

GRADE LEVEL _____ Total Students _____

Note: You must use a separate page for each grade level. Do not report pre-test scores for any child that does not take the post-test.

TEST DATA	PRE-TEST	POST-TEST
Form Used		
Level Used		
Date Given		

TEST SCORE INFORMATION		PRE-TEST (TOTAL)	POST-TEST (TOTAL)
No.	STUDENT NAMES (Alphabetize)	Raw Scores	Raw Scores
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

PARENT NOTIFICATION OF SERVICES

FOR CHAPTER 1 STUDENTS

In order to promote positive parent-school relationships, the parents or guardians of students receiving Chapter 1 services must be informed of the services and should be involved in the planning of these services. You do not have to receive parental permission to work with a student but the parents must be notified of it.

You will notice that the letter on the next page indicates that a meeting for parents will be held at your school to explain the program. After this initial meeting you may wish to schedule individual conferences with parents to discuss their child's needs.

The Parent Contact Sheet should be kept in each child's folder and is merely a sample of the kind of form you might want to use to organize your records of parent contacts.

ECIA, CHAPTER 1

PARENT CONTACT SHEET

Child's Name _____ Parent's Name _____

DATE	TYPE OF CONTACT	RESPONSE/COMMENTS

FOR CHILD ENTERING PROGRAM AT BEGINNING OF SCHOOL YEAR

DANVILLE Community Consolidated School District 118

ADMINISTRATION BUILDING
516 NORTH JACKSON STREET
DANVILLE, ILLINOIS 61832
217-431-5400

DON E. PENNINGTON
SUPERINTENDENT OF SCHOOLS

Chapter 1 Office

Dear Parents of _____:

Your child has been selected to participate in the ECIA Chapter 1 Reading and Math Improvement Program as a result of his/her classroom teacher's recommendation and the achievement test he/she took last spring. _____ will be receiving extra help in _____ from a Chapter 1 teacher, who will be helping students improve their _____ skills.

The Chapter 1 staff wishes to extend an invitation to you to become as involved in this program as your time permits. To fully inform parents of the Chapter 1 program and its goals, we encourage you to attend our informal parent meeting at _____ School on _____ at _____ _____. The meeting will be in room _____. This will give you an opportunity to meet your child's teacher and to visit the Chapter 1 classroom.

We encourage you to attend since experience has shown that the greater the interest and involvement of parents, the better our Chapter 1 program becomes and the more success children have in school.

If you have any questions or concerns, please feel free to contact your child's Chapter 1 teacher _____, or the ECIA Chapter 1 Office, 431-5440.

Thank you in advance for your cooperation.

Sincerely,

Linda Meyer
Coord. of Special Programs

LM:bl

FOR CHILD ENTERING PROGRAM DURING SCHOOL YEAR

DANVILLE Community Consolidated School District 118

ADMINISTRATION BUILDING
516 NORTH JACKSON STREET
DANVILLE, ILLINOIS 61832
217-431-5400

DON E. PENNINGTON
SUPERINTENDENT OF SCHOOLS

Chapter 1 Office

Dear Parents of _____:

Your child has been selected to participate in the ECIA Chapter 1 Reading and Math Improvement Program as a result of his/her classroom teacher's recommendation and the achievement test he/she took last spring. _____ will be receiving extra help in _____ from a Chapter 1 teacher, who will be helping students improve their _____ skills.

We encourage you to visit the Chapter 1 classroom since experience has shown that the greater the interest and involvement of parents, the better our Chapter 1 program becomes and the more success children have in school.

If you have any questions or concerns, please feel free to contact your child's Chapter 1 teacher, _____, or the ECIA, Chapter 1 Office, 431-5440.

Thank you in advance for your cooperation.

Sincerely,

Linda Meyer
Coord. of Special Programs

LM:bl

FOR CHILD LEAVING PROGRAM

DANVILLE Community Consolidated School District 118

ADMINISTRATION BUILDING
516 NORTH JACKSON STREET
DANVILLE, ILLINOIS 61832
217-431-5400

DON E. PENNINGTON
SUPERINTENDENT OF SCHOOLS

Chapter 1 Office

Dear Parents of _____:

Your child will no longer be participating in the Chapter 1 program because _____

_____

_____

_____

I have enjoyed working with _____ and hope you will continue your encouragement at home.

Sincerely,

Chapter 1 Teacher

bl

PARENT MEETINGS *

1. Parent meetings will be held at least three times during the academic year.

2. The first meeting will be held in the fall. Items to cover at the first meeting:

   A. Explain the program. Avoid discussing a child's performance with his parents. This is not a parent conference time. Conferences to discuss a particular child's needs may be scheduled at a later date.

      Explain how students are selected.

   B. Show samples of tests used and how objectives are formed.

   C. Have on display instructional materials used with a brief explanation of grade and interest levels.

   D. Show parents the schedule of when students come to class. Parents can see when their child comes. Explain how this schedule was made and what had to be done to schedule these students. Invite parents to visit classes in session.

3. During the 3rd quarter reporting period of the school year parents will receive a questionnaire to ask for their evaluations of the program.

* Responsibility of the parent coordinators.

QUESTIONNAIRE FOR PARENT EVALUATION

SCHOOL_____ EVALUATOR_____ DATE VISITED_____

CLASSROOM:	YES	NO
1. Is it easy to locate?	___	___
2. Is the size adequate?	___	___
3. Is the lighting good?	___	___
4. Is the ventilation adequate?	___	___
5. Is the heating good?	___	___
6. Is the atmosphere cheerful?	___	___
QUESTIONS FOR TEACHERS:		
1. Do you have enough equipment to meet your needs?	___	___
a. Is it used frequently?	___	___
b. Is it in good repair?	___	___
2. Do you have adequate teaching materials?	___	___
3. Do the regular classroom teachers cooperate with you and the Chapter 1 program?	___	___
4. Do you feel the regular classroom teacher understands the service offered by Chapter 1?	___	___
5. Are you made aware of any physical problems a student may have?	___	___
6. Are any of your students' parents actively involved in the Chapter 1 program?	___	___
a. Do they attend parent conferences?	___	___
b. Have they visited your classroom to observe their child?	___	___

7. Do you have suggestions for improvement in this area?

_____

_____

	YES	NO
8. Did the parent coordinators visit your classroom this year?	___	___
9. Do you know what their responsibilities are?	___	___
10. Do you use their services?	___	___

11. Do you have any suggestions for the parent coordinators?

_____

_____

12. Has the school/community liaison worker visited your classroom this year?	___	___
13. Do you know what her responsibilities are?	___	___
14. Do you use her services?	___	___
15. Do you have any suggestions for her?	___	___

_____

_____

QUESTIONS FOR PRINCIPAL:

1. Do you feel that Chapter 1 has adequately supplemented your regular classroom program?	___	___
2. Do you feel the regular classroom teacher understands and accepts the Chapter 1 program?	___	___
3. Do you feel there is a need for more information on this program?	___	___
4. Do you feel parental involvement in this program is important?	___	___
5. Do you think parental involvement is adequate at this time?	___	___

	YES	NO
6. Do you have any suggestions to improve the program?	___	___

_____

_____

QUESTIONS FOR STUDENTS:

1. Do you feel Chapter 1 is helping you?	___	___
2. Do you enjoy coming to the Chapter 1 room?	___	___
3. Do you have any suggestions for improving the program?		

_____

_____

EVALUATOR OBSERVATION:

1. Did you find the teacher helpful?	___	___
2. Did you find the principal cooperative?	___	___
3. Do you have any comments on your evaluation visit on the Chapter 1 program?	___	___

_____

_____

SURVEY OF PARENTS FOR PLANNING YEAR'S PROGRAM

A successful E.C.I.A. Chapter 1 program depends upon a joint effort of parents and schools working together. Your help is needed in planning this year's parent program.

1. Parent or Guardian Name: _____

2. Address: _____ Phone: _____

3. Children in program: Name_____ School_____
   Name_____ School_____

4. Total number of children in school _____ Number of children not in school _____

5. Do you prefer day or evening meetings? Day _____ Evening _____

	YES	NO
6. I would come to the E.C.I.A. parent meetings if I had transportation.	___	___
7. I would be interested in parent study groups to exchange ideas with other parents, educators and persons in the community.	___	___
8. I could arrange my time to help with special projects.	___	___
9. I think a special day for grandparents is a good idea.	___	___

10. I am interested in learning more about these subjects: (Circle the ones which are of interest to you.)

A. Reading with understanding
B. Phonics
C. Reading games
D. Reading at home
E. Helping my child with math
F. Child safety
G. Childhood and other illnesses
H. Drug, alcohol and cigarette abuse
I. Raising responsible children
   1. Discipline
   2. Rivalry and jealousy at home
   3. Teenage struggle for independence
J. Special services offered by school
K. Legal rights and obligations
   1. Child support
   2. Guardianship
   3. Shoplifting
   4. Estate planning
L. Family crisis
   1. Divorce
   2. Separation
   3. Death
   4. Child and spouse abuse
   5. Illness
M. The single parent
N. Home Management
   1. Budget
   2. Meal planning and nutrition

NEEDS ASSESSMENT SURVEY

CHAPTER 1, E.C.I.A.*

1986-87

TO: All Classroom Teachers

FROM: Linda Meyer, Coordinator of Special Programs

1. Please rank the following subjects where you feel there is the greatest educational need among the students in your class. #1 indicates greatest need.

_____ Reading skills

_____ Communication skills (written & oral)

_____ Mathematic skills

_____ Other

2. Which grade level span do you think should receive Chapter 1 services? Please rank your priorities, #1 being highest priority.

_____ Grades 1-3

_____ Grades 4-5

_____ Grades 6-8

_____ Other

* District 118's Chapter 1 program is a federally funded program which provides additional reading help to elementary children.

NAME _____

SCHOOL _____

NEEDS ASSESSMENT SURVEY

CHAPTER 1, E.C.I.A. *

1986-87

TO: Parents

FROM: Linda Meyer, Coordinator of Special Programs

1. Please rank the following subjects where you feel there is the greatest educational need among students. #1 indicates the greatest need.

_____ Reading skills

_____ Communication skills (written & oral)

_____ Mathematic skills

_____ Other

2. Which grade level span do you think should receive Chapter 1 services? Please rank your priorities, #1 being highest priority.

_____ Grades 1-3

_____ Grades 4-5

_____ Grades 6-8

_____ Other

* District 118's Chapter 1 program is a federally funded program which provides additional reading help to elementary children.

NAME_____

SCHOOL_____

NEEDS ASSESSMENT SURVEY

CHAPTER 1, E.C.I.A. *

1986-87

TO: All Principals

FROM: Linda Meyer, Coordinator of Special Programs

1. Please rank the following subjects where you feel there is the greatest educational need among the students in your building. #1 indicates greatest need.

_____ Reading skills

_____ Communication skills (written & oral)

_____ Mathematic skills

_____ Other

2. Which grade level span do you think should receive Chapter 1 services? Please rank your priorities, #1 being highest priority.

_____ Grades 1-3

_____ Grades 4-5

_____ Grades 6-8

_____ Other

* District 118's Chapter 1 program is federally funded program which provides additional reading help to elementary children.

NAME _____

SCHOOL _____

SCHOOL_____ DATE_____

CHAPTER 1, ECIA

TEACHER'S EVALUATION

(If you are not involved with Chapter 1 students, please do not complete.)

1. Have you visited your school's Chapter 1 room?
   _____yes _____no

2. Do you feel teachers in your school are provided enough information about the Chapter 1 program and its goals?
   _____yes _____no

3. Have you been contacted by the Chapter 1 teacher concerning any of your students' progress in the Chapter 1 program?
   _____yes _____no

4. How would you generally rate your students who attend the Chapter 1 classes?

   _____ Improvement in reading or math skills

   _____ Overall improvement in class performance

   _____ No improvement in reading or math skills

   _____ No overall improvement

5. How would you rate the Chapter 1 program in your school?

   _____Excellent _____Good _____Poor

6. What do you consider the strong points of the Chapter 1 program?

   _____

   _____

7. What do you consider the weak points of the Chapter 1 program?

   _____

   _____

8. I offer the following suggestions for the improvement of the Chapter 1 program:

   _____

   _____

CHAPTER 1, ECIA

PARENT'S EVALUATION

_____ _____ _____

SCHOOL DATE PARENT'S NAME

1. Have you visited your school's Chapter 1 classroom?

   _____ YES _____ NO

2. Do you feel you have been provided enough information about the Chapter 1 program and its goals? _____ YES _____ NO

3. Have you attended any Chapter 1 meetings in your school this year? _____ YES _____ NO

4. Have you attended any Chapter 1 workshops this year?

   _____ YES _____ NO

5. Did you attend a parent conference with your child's Chapter 1 ECIA teacher? _____ YES _____ NO

6. I offer the following suggestions for the improvement of the Chapter 1 program:

_____

_____

_____

_____

_____

_____

_____

SCHOOL_____ DATE_____

CHAPTER 1, ECIA

PRINCIPAL'S EVALUATION

1. Do you feel that there is adequate cooperation between the Chapter 1 teacher and other personnel in your school?

   _____ YES _____ NO

2. Do you feel that you and your classroom teachers are provided enough information about the Chapter 1 program and its purpose?

   _____ YES _____ NO

3. Are the Chapter 1 teachers included in your unit meetings on a regularly scheduled basis?

   _____ YES _____ NO

4. Have you been kept informed of the Chapter 1 parent meetings in your school?

   _____ YES _____ NO

5. Does the Chapter 1 teacher keep you informed about her classes and students:

   _____ YES _____ NO

6. Do you feel the program has been effective based upon the goals of Chapter 1 this year?

   _____ YES _____ NO

7. What suggestions do you have for the improvement of the program?

   _____

   _____

   _____

   _____

   _____

_____
PRIVATE SCHOOL

_____
DATE

CHAPTER 1, ECIA

PRIVATE SCHOOL EVALUATION

If you have students participating in the Chapter 1 program, please answer the following questions:

1. How would you generally rate your students who attend the Chapter 1 teacher's classes?

   _____ Improvement in reading or math skills

   _____ Overall improvement in class performance

   _____ No improvement in reading or math skills

   _____ No overall improvement

2. Do you feel that there is adequate cooperation between the Chapter 1 teacher and your school?

   _____ YES _____ NO

3. Do you feel that your school and classroom teachers are provided enough information about the Chapter 1 program and its goals?

   _____ YES _____ NO

4. Has the Chapter 1 teacher made any contacts personally, by phone, or by notes with your school or with you?

   _____ YES _____ NO

5. I offer the following suggestions for the improvement of the Chapter 1 program:

   _____

   _____

   _____

   _____

   _____

ORDERED FROM
BUILDING:_____
DELIVER TO
BUILDING/DEPT:_____

FORM 1
Rev. 1

DANVILLE DISTRICT #118
WAREHOUSE ORDER FORM

DATE:_____

Charge to: (circle one) Gen. Suppl., AV, Custodial, Food, Fine Arts, CH-I, Kitch. Suppl, Misc. Dist. Wide Print., Summer School, Wisc. Design, Spc. Prgms.

Principal/Supv. Signature_____ Whse. Dept. Director's Signature_____

KEEP GEN. SUPPLS., AV, CUSTODIAL, FOOD & FINE ARTS ON SEPARATE ORDER FORMS!!

Type in triplicate. Keep one copy. Send 2 copies to the appropriate director.

CATALOG NUMBER	I T E M D E S C R I P T I O N	STANDARD QUANTITY	UNITS ORDERED	UNITS* RECEIVED
	NOTE: This is only an example. This			
	form may be obtained from your			
	school principal's office.			
	Item Number should be: #10-0000 - General Supplies			
EACH GENERAL CATEGORY SHOULD BE ON A	#15-000 - Audio Visual			
SEPARATE ORDER FORM !!!!!!!!!	#40-000 - Fine Arts			

* (this column is for Warehouse use only)

Signature of Recipient_____ Time/Date_____ Driver's Signature_____

MEMORANDUM

TO:

FROM: Linda Meyer
Coordinator of Special Programs

DATE:

RE: Purchase Orders

Please return one copy of the attached purchase order to the Special Programs Office upon completion of your order. Should you receive a partial shipment, send only the packing slip and retain your copy of the purchase order until the entire shipment arrives.

If you have not received the total order within two weeks of the partial shipment, NOTIFY THE OFFICE!

NOTE: You will receive a copy of this memo along with 2 copies of the Purchase order after it is typed. When you receive your merchandise, please follow the instructions above. Also, please mark your merchandise with date received and mark it "CHAPTER 1". Thanks!

Purchase Requisition

SCHOOL DISTRICT #118
DANVILLE, ILLINOIS

USE FOR SPECIAL CLASSROOM SUPPLIES
FURNITURE
INSTRUCTIONAL APPARATUS
EQUIPMENT

TO: PURCHASING DEPARTMENT

PLEASE ORDER THE FOLLOWING AND CHARGE TO:

ASN No._____ Account Title_____ DATE_____

VENDOR _____ VENDOR No._____

STREET _____ DELIVER TO:_____
(SCHOOL - TEACHER)

CITY_____ STATE_____ ZIP_____

QUANTITY	PLEASE GIVE FULL DESCRIPTION AND COMPLETE SPECIFICATIONS. IF A WRITTEN QUOTATION WAS OBTAINED, TRANSMIT WITH THIS REQUISITION	ESTIMATED TOTAL PRICE
	Orders for instructional supplies should be submitted to Chapter 1 secretary on these forms (only one copy). She will type orders and mail. NEW MATERIALS SHOULD BE ENTERED ON INVENTORY BY YOU.	
	TOTAL	

REQUISITIONED BY _____ APPROVED BY _____
ASST. SUPT. FOR INSTRUCTION

AUTHORIZED BY _____ FUNDS AVAILABLE_____
BUILDING PRINCIPAL BUSINESS DIRECTOR

THE SCHOOL WILL ASSUME NO OBLIGATION EXCEPT ON A DULY AUTHORIZED PURCHASE ORDER

PINK COPY TO BE RETAINED BY PRINCIPAL, DIRECTOR, COORDINATOR OR SUPERVISOR.
BLUE AND WHITE TO BE SENT TO ASSISTANT SUPERINTENDENT FOR INSTRUCTION.

READING LAB PROGRAM

The Reading Lab provides instruction for students from two to two and one-half hours each day for a period of approximately 8 weeks.

Reading Lab Programs are housed in five attendance centers: Daniel, Garfield, Meade Park, Northeast, and Tilton.

THE FORMS FOR EACH SESSION WILL BE COLOR CODED:

1st session - yellow

2nd session - blue

3rd session - pink

4th session - green

READING LAB CALENDAR - 1986-87

SESSION 1 - August 26 - October 24, 1986

August 26-29.....Interim Week (3½ days)
September 2.....Classes begin) 8 weeks
October 24.....Classes end) 37 teaching days

DAYS OFF	September 1.....Labor Day October 13.....Columbus Day October 14.....County Institute

SESSION 2 - October 27, 1986 - January 16, 1987

October 27-31.....Interim Week (4 days)
November 3.....Classes begin) 9 weeks
January 16.....Classes end) 41 teaching days

DAYS OFF	November 10.....Institute Day November 11.....Veteran's Day November 27-28.....Thanksgiving December 22-January 2.....Christmas Break

SESSION 3 - January 19 - March 20, 1987

January 19-23.....Interim week (4 days)
January 26.....Classes begin) 8 weeks
March 20.....Classes end) 37 teaching days

DAYS OFF	January 19.....M.L.King Day February 12.....Lincoln's Birthday February 13.....Staff Institute March 2.....Casimer Pulaski's Birthday March 23-27.....Spring Break

SESSION 4 - March 30 - June 5 (June 12)

March 30-April 3.....Interim week (4 days)
April 6.....Classes begin) 8 weeks
May 29 or June 5.....Classes end) 38 teaching days
OR
43 teaching days to June 5

DAYS OFF	April 17.....Good Friday May 25.....Memorial day

August 18, 1986

Dear Parent:

Your child, _____, has been selected by his/her classroom teacher to receive additional reading instruction in the Chapter 1 Reading Lab. The reading lab provides supplemental instruction for children achieving below grade level in reading. Children recommended to the program receive instruction from two to two and one-half hours each day for a period of approximately 8 weeks with a strong emphasis placed on reading, vocabulary, and writing.

At the end of the session progress reports will be sent home. Conferences and meetings for parents are scheduled throughout the session to keep parents informed of their child's progress. Parents are also encouraged to visit the lab and talk with the teacher whenever possible.

Your child has been scheduled to attend the reading lab from September 2, 1986 to October 24, 1986. During this quarter your child will miss some classroom instruction and activities.

In order for your child to begin instruction, please sign the attached consent form and return it to school by August 27, 1986.

An informational meeting to explain this program further will be held at the Administration Building, 516 N. Jackson on August 26, 1986 at 7:00 P.M. in the Board Room.

Your attendance is strongly encouraged so that we can communicate with each other about your child's reading needs. If you have any questions, feel free to call your child's teacher or the Chapter 1 office at 431-5440.

Sincerely,

Reading Lab Teacher

_____
Date

LM:bl

PARENT CONSENT FORM

STUDENT NAME _____

SCHOOL _____ TEACHER _____

GRADE _____

I do hereby give permission for my child to attend Chapter 1 Reading Lab.

_____
Parent Signature

_____
Date

CHAPTER 1 READING LABS

DAILY SCHEDULE

Each quarter two groups of children will attend the labs, one group in the morning, another in the afternoon. Each group will be scheduled for instruction approximately two and one-half hours each day, five days a week, for one quarter. Each lab will schedule ten children in each group, twenty for the quarter.

Each session is to begin with thirty minutes of independent reading and conclude with fifteen minutes of model reading. An approximate daily schedule for instruction would be as follows:

SSR	30 minutes
Instructional Block (Direct Instruction Follow-up Instruction Independent Work)	90 minutes
Vocabulary Dev/Study Skills	15 minutes
Model Reading	15 minutes

The time given is an approximation; each building will differ somewhat. Also, it must be noted that no time is indicated for changing groups and clean up before dismissal. It is expected that these activities are included in the time designated for the activity. For example, the thirty minutes designated for independent reading will include selection of books and time for students to put books away. Therefore, students will probably spend twenty to twenty-five minutes actually reading.

CHAPTER 1 READING LAB

STUDENT INFORMATION SHEET

SESSION _____ DATE _____

SCHOOL _____

TEACHER _____

STUDENT _____ PARENT _____

_____ ADDRESS _____

BIRTHDATE _____ AGE _____ GRADE _____ RACE _____ SEX _____ PHONE _____

SESSION AM _____ PM _____ CLASSES MISSED _____

STUDENT _____ PARENT _____

_____ ADDRESS _____

BIRTHDATE _____ AGE _____ GRADE _____ RACE _____ SEX _____ PHONE _____

SESSION AM _____ PM _____ CLASSES MISSED _____

STUDENT _____ PARENT _____

_____ ADDRESS _____

BIRTHDATE _____ AGE _____ GRADE _____ RACE _____ SEX _____ PHONE _____

SESSION AM _____ PM _____ CLASSES MISSED _____

STUDENT _____ PARENT _____

_____ ADDRESS _____

BIRTHDATE _____ AGE _____ GRADE _____ RACE _____ SEX _____ PHONE _____

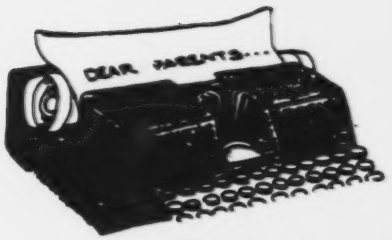
SESSION AM _____ PM _____ CLASSES MISSED _____

STUDENT _____ PARENT _____

_____ ADDRESS _____

BIRTHDATE _____ AGE _____ GRADE _____ RACE _____ SEX _____ PHONE _____

SESSION AM _____ PM _____ CLASSES MISSED _____



The quarter is presently drawing to a close and your child will soon be dismissed from the Chapter 1 Reading Lab. In order to better meet the needs of our children and parents we would appreciate it grealy if you would take time to answer the questions below and return this form to the Chapter 1 teacher as soon as possible.

Thank you for your cooperation!

Sincerely,
The Chapter 1 Staff

* * * * * * * * * * * * * * * * * * *

Please check the answer that best reflects your feelings concerning the Reading Labs.

1. I feel that I have a satisfactory understanding of the Chapter 1 Reading Labs.

   Yes _____ No _____

2. In general I am satisfied with the service my child has received through the Chapter 1 Reading Lab.

   Yes _____ No _____

3. Communication and cooperation have been satisfactory between parents and the Chapter 1 staff.

   Yes _____ No _____

   If responding "no" please indicate suggestions for improvement.

   _____

   _____

4. During the quarter I have seen a positive change in my child's attitude toward reading.

   Yes _____ No _____

5. During the quarter I have seen a positive change in my child's reading ability.

   Yes _____ No _____

6. The homework assignments sent home this past quarter from the Reading Lab were beneficial to my child.

Yes _____ No _____

7. I feel that Chapter 1 should concentrate on providing supplementary services to the following grades:

(Please check only the grades that you feel should be given priority.)

_____ Preschool	_____ Fifth
_____ First	_____ Sixth
_____ Second	_____ Seventh
_____ Third	_____ Eighth
_____ Fourth	

8. I feel that Chapter 1 funds should be utilized to provide supplementary education in the following areas:

(Please check only those areas that you feel should be given priority.)

_____ Reading
_____ Language Arts
_____ Mathematics

9. Please comment on what you feel are the program's strengths:

_____

_____

_____

10. Please indicate areas where you feel the program needs improvement.

_____

_____

_____

School _____

Date _____

WOODCOCK TEST REPORT FORM

CHAPTER 1 READING LAB

SCHOOL _____ TEACHER _____

SESSION _____ YEAR _____

STUDENT	GRADE	ATTN	LETTER IDENTIFICATION			WORD IDENTIFICATION			PASSAGE COMPREHENSION			COMMENTS/RECOMMENDATIONS
			PRE	POST	GRAIN	PRE	POST	GAIN	PRE	POST	GAIN	
GROUP - A.M.												
GROUP - P.M.												

READING LAB REPORT

NAME _____

DATE _____

TEACHER _____ SCHOOL _____

WRITING: _____

_____

_____

_____

_____

COMPREHENSION: _____

_____

_____

_____

_____

INDEPENDENT READING: _____

_____

_____

_____

_____

ATTITUDE TOWARD CLASSROOM WORK;

EXCELLENT _____ GOOD _____ FAIR _____ POOR _____

RECOMMENDED BASAL PLACEMENT _____

PRE-TEST DATE _____ POST-TEST DATE _____

WOODCOCK _____ WOODCOCK _____

GATES MAC GINITIE _____

March 14, 1986

Dear Parents of Kindergarten Students:

Chapter 1 at Tilton School is offering a special all-day school for some of our afternoon kindergarten students for nine weeks (April 7 through May 30). Your child has been selected for this. Normally, your child begins school at 1:00 P.M. With this program he/she will begin school at 9:15 A.M. and finish at 3:30 P.M.

The schedule will be as follows:

9:00	First bell. Child reports to Chapter 1 room.
9:15	Tardy bell
9:15-11:45	Child in Chapter 1 room for language development additional help in learning letters and sounds. Teacher: Mrs. Childs
11:45-12:20	Lunch (at school)
12:20- 1:00	Library for music and a rest Teacher: Mrs. Fitzsimmons
1:00- 3:30	Normal kindergarten class with Mrs. Long
3:30	Dismissal

You may be wondering what Chapter 1 is. Chapter 1 is a reading program, funded by the federal government, which is almost every school in District 118. Usually only grades 1-5 attend but we would like to see how our kindergarten students will respond.

Please feel free to call Barbara Hood-Winland, Tilton's principal, if you have any questions. Please sign the attached consent slip and send it to school with your child by March 18.

There will be a meeting at the Administration Building (516 North Jackson Street in Danville) on the evening of April 1 at 7:00 P.M. to further explain the program. We hope to see you there.

Sincerely,

Linda Meyer
Coordinator of Special Programs

LM:bl

TRANSITIONAL FIRST-GRADE PROGRAM

The children selected for the transitional first-grade program are children who have completed one year of kindergarten, are not ready to enter first grade, and need an all-day educational program. Referrals for the T-1 program are made by kindergarten teachers based on checklists, test scores and observation of the child in the kindergarten classroom.

The T-1 classes are housed in three attendance centers: Garfield, Lincoln, and Northeast.

TRANSITIONAL FIRST-GRADE

We are now in the process of identifying kindergarten students who would benefit from a transitional first-grade program. We would like to do some testing to determine whether your child is eligible. This testing would help us to select the most appropriate program for your child. We hope that you will give your approval.

STUDENT'S NAME _____ BIRTHDATE _____

SCHOOL _____ DATE _____

( ) I do give approval for this testing.

( ) I do not give approval for the testing.

PARENT'S SIGNATURE _____

7/85

T-1

IDENDIFICATION OF KINDERGARTEN STUDENTS

FOR T-1 CLASSROOMS

January: 1. Order testing materials
(104 Kindergarten students were referred to Chapter 1 in April, 1985)
Xerox copies of administration instructions were used.

Februarv: 1. Schedule meetings in each T-1 center with current kindergarten teachers/building principals.

2. Prepare building packets for each elementary building to include:

a. Brigance materials
b. Referral Checklist
c. Rationale
d. Permission for additional testing
e. Parent Permission Form
f. Parent Disapproval Form

Explain: Admission criteria of Brigance Score 50-85, teacher recommendation (test only those students whom you believe will qualify and whom vou wish to recommend) and ineligibility of special education students.
Rationale form is completed when students score outside of the Brigance range, hut the kindergarten teacher feels they are still appropriate for T-1
Permission for testing is filled out and signed by parent only when additional aptitude testing is requested.
Checklist should include sex, am or pm kindergarten, and whether there are siblings in T-1. Teachers should fill out completely.
Teachers should prioritize the list of referred students from their building.
The initial building quota reflects % of kindergarten students in that building and within the feeder school area. After a disapproval, additional students are selected from feeder area at-large.

March: 1. Kindergarten teachers test and prioritize. When spring conferences are held, parents are informed that the teacher plans to refer their child for possible T-1 placement. Parent signs permission for testing when appropriate.

2. Prioritized list and Brigance/Referral Checklist are sent to Chapter 1 for each child. Rationale/Permission forms sent for selected students.

April: 1. Complete testing of students when requested. (Slosson and PPVT-R)

2. Chapter 1 identifies students to be selected from total referrals. Consider: Special needs of any students, i.e. hearing, second language, attendance, etc. Equitable number of students when two kindergarten teachers referring from same building, siblings in T-1.

3. Memo sent to individual schools (kindergarten teachers and principal) listing the names of students selected for T-1. Forms included for parent to sign that they approve or disapprove of the T-1 placement.

May: 1. Schools return approval or disapproval form for each child.

FIRST GRADE Pupil Data Sheet for the *BRIGANCE*® *K & 1 SCREEN*

1

A. Student's Name _____ Date of Screening Year ____ Month ____ Day ____ School/Program _____

Parents/ Guardian _____ Birthdate ____ ____ ____ Teacher _____

Address _____ Age ____ ____ ____ Assessor _____

Page	Assessment Number	B. BASIC SCREENING ASSESSMENTS — Skill *(Circle the skill for each correct response and make notes as appropriate.)*	Number of Correct Responses	C. SCORING — Point Value	Student's Score
2	1	**Personal Data Response:** Verbally gives: 1. first name 2. full name 3. age 4. address (street or mail) 5. birthdate (month and day)	×	1 point each	/5
3	2	**Color Recognition:** Identifies and names the colors: 1. red 2. blue 3. green 4. yellow 5. orange 6. purple 7. brown 8. black 9. pink 10. gray	×	.5 point each	/5
5	3	**Picture Vocabulary:** Recognizes and names picture of: 1. dog 2. cat 3. key 4. girl 5. boy 6. airplane 7. apple 8. leaf 9. cup 10. car	×	.5 point each	/5
7	4B	**Visual Discrimination:** Visually discriminates which one of four symbols is different: 1. o 2. c 3. c 4. b 5. n 6. on 7. be 8. can 9. they 10. was	×	1 point each	/10
8	5	**Visual-Motor Skills:** Copies: 1. O 2. − 3. + 4. □ 5. Δ	×	1 point ea.	/5
11	7	**Draw a Person (Body Image):** Draws picture of person that includes the body parts: 1. head 2. legs 3. eyes 4. nose 5. mouth 6. arms 7. trunk 8. hands 9. ears 10. neck	×	1 point each	/10
12	8	**Rote Counting:** Counts by rote to: *(Circle all numerals prior to the first error.)* 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	×	1 pt./4 in seq.	/5
14	10	**Recites Alphabet:** Recites alphabet to: *(Circle all letters prior to the first error.)* a b c d e f g h i j k l m n o p q r s t u v w x y z	×	1 pt./5 in seq.	/5
17	12	**Numeral Comprehension:** Matches quantity with numerals: 2 1 4 3 5 7 9 6 8 10	×	1 point ea.	/10
18	13	**Recognition of Lower Case Letters:** Recognizes and names lower case letters: o a d g q b p c e i t i f j n m r h u v w y x z k s	×	.5 point each	/13
20	14	**Auditory Discrimination:** *(Circle the number or letter if both responses are correct.)* 1. m— met-met; sum-sun 2. b— tab-tab; bit-mit 3. h— hide-wide; hat-mat 4. j— jet-wet; just-just 5. g— gate-late; sag-sat 6. r— rid-bid; raid-raid 7. s— set-wet; bus-bud 8. d— hid-hid; dab-dab 9. n— next-next; nut-mutt 10. f— fix-mix; fan-fan	×	1 point each letter	/10
21	15	**Prints Personal Data:** Prints: 1. first name 2. last name *Reversals: Yes____ No____*	×	5 pts. ea.	/10
23	17	**Numerals in Sequence:** Writes numerals to: 1 2 3 4 5 6 7 *Reversals: Yes____ No____*	×	1 pt. ea.	/7
				Total Score	/100

D. OBSERVATIONS:

1. Handedness: Right____ Left____ Uncertain____
2. Pencil grasp: Correct____ Incorrect____
3. Maintained paper in the proper position when writing: Yes____ No____
4. Record other observations below or on the back.

_____

_____

_____

E. SUMMARY: *(Compared to other students included in this screening)*

1. this student scored:.....Lower____ Average____ Higher____
2. this student's age is:.....Younger____ Average____ Older____
3. the teacher rates this student:.....Lower____ Average____ Higher____
4. the assessor rates this student:.....Lower____ Average____ Higher____

F. RECOMMENDATIONS:

Place in: First Grade ____ Low First Grade ____ Average First Grade ____ High First Grade ____

Other *(Indicate.)* _____

Refer for: *(Indicate if needed.)* _____

©1992—Curriculum Associates, Inc. *K & 1 Screen*

COPY

PARENT PERMISSION FORM

My child, _____, has permission to be placed in the Transitional First-Grade Class. I understand that my child will be placed in a regular 1st-grade program the following year.

_____
Parent

_____
Kindergarten Teacher

_____
Date

PARENT DISAPPROVAL FORM

I do not consent to placing my child, _____ in the Transitional First-Grade Class. My reasons are:

1.

2.

3.

I understand that if my child is placed in a regular first-grade room, he/she may be working below grade level, and that retention may be considered the following year.

_____
Parent

_____
Date

7/85

TRANSITIONAL FIRST-GRADE RATIONALE

STUDENT'S NAME _____ BIRTHDATE _____

SCHOOL _____ DATE _____

_____ This child has a score of _____ on the Brigance. Although this score is <u>below</u> the recommended range of 50 - 85, I believe that he/she would be most appropriately served in the Transitional First Grade Program because _____

_____

_____

_____

_____

_____ _____

_____ This child has a score of _____ on the Brigance. Although this score is <u>above</u> the recommended range of 50 - 85, I believe that he/she would be most appropriately served in the Transitional First-Grade Program because _____

_____

_____

_____

_____

_____

7/85

TRANSITIONAL FIRST-GRADE REFERRAL CHECKLIST

Student's Name _____ Birthdate _____ Sex ____ Age ____

Address _____ Phone _____

Parent _____ School _____ A.M. _____ P.M. _____

Teacher _____ Date _____

PRE-SCHOOL EXPERIENCE:

_____ Early Childhood
_____ None
_____ Headstart
_____ Private: _____
Comments: _____

ATTENDANCE:

_____ Frequently absent (20 days - More)
_____ Occasionally absent (10 days)
_____ Seldom absent
_____ Frequently tardy (10 days - More)
_____ Occasionally tardy (5 days)
_____ Seldom tardy
Comments: _____

APTITUDE:

_____ Seems to have above average aptitude
_____ Seems to have average aptitude
_____ Seems to have below average aptitude
_____ Seems to have below average aptitude and needs additional screening

Comments: _____

HEALTH:

_____ Passed vision screening
_____ Wears glasses
_____ Passed hearing screening
_____ Hearing loss
_____ Allergies
_____ Frequent colds
_____ Medication Explain: _____

Comments: _____

Pertinent background information: _____

List names of siblings in T-1: _____

Student's Name _____

TRANSITIONAL FIRST GRADE BEHAVIORAL CHECKLIST

ATTENDING BEHAVIOR:

_____ Short attention span
_____ Listens well
_____ Attends to anything but work
_____ So quiet it's hard to tell when attending
_____ Apathetic

Comments: _____

LANGUAGE:

_____ Follows one direction
_____ Follows two directions
_____ Can use complete sentences
_____ Remembers new words
_____ Pronounces clearly
_____ Average expressive vocabulary

Comments: _____

MOTOR SKILLS:

_____ Coordinated when running
_____ Coordinated when walking
_____ Coordinated when skipping
_____ Coordinated when drawing
_____ Stays in lines when coloring
_____ Coordinated when writing

Comments: _____

SOCIAL RELATIONSHIPS:

_____ Gets on well with others
_____ Squabbles
_____ Shows off
_____ Tattles to get attention
_____ Picks on weaker children
_____ Chooses to be alone

Comments: _____

CLASSROOM BEHAVIOR:

_____ Generally well-behaved
_____ Timid
_____ Too lethargic to be trouble
_____ Behaves badly to get attention
_____ Misbehaves when teacher is not looking
_____ Openly does things he/she knows are wrong

Comments: _____

GENERAL:

Preferred activities: _____

Avoided activities: _____

Successful motivators: _____

TRANSITIONAL FIRST-GRADE

SCHOOL _____

TEACHER _____

STUDENT _____

Date Entered _____ Date Withdrawn _____

Reason Withdrawn _____

STUDENT INFORMATION

BIRTHDATE	AGE	GRADE	RACE	SEX

BRIGANCE TESTING:

PRE _____ DATE

POST _____ DATE

PARENT INFORMATION

Parents _____

Address _____

Phone _____

KDG. S.A.T.

	PRE	DATE	POST	DATE
ENVIRONMENT				
MATH				
LETTERS & SOUNDS				
AURAL COMP.				
TOTAL				

TRANSITIONAL FIRST-GRADE

SCHOOL _____

TEACHER _____

STUDENT _____

Date Entered _____ Date Withdrawn _____

Reason Withdrawn _____

STUDENT INFORMATION

BIRTHDATE	AGE	GRADE	RACE	SEX

BRIGANCE TESTING:

PRE _____ DATE

POST _____ DATE

PARENT INFORMATION

Parents _____

Address _____

Phone _____

KDG. S.A.T.

	PRE	DATE	POST	DATE
ENVIRONMENT				
MATH				
LETTERS & SOUNDS				
AURAL COMP.				
TOTAL				

TRANSITIONAL FIRST-GRADE

SCHOOL _____

TEACHER _____

STUDENT _____

Date Entered _____ Date Withdrawn _____

Reason Withdrawn _____

STUDENT INFORMATION

BIRTHDATE	AGE	GRADE	RACE	SEX

BRIGANCE TESTING:

PRE _____ DATE

POST _____ DATE

PARENT INFORMATION

Parents _____

Address _____

Phone _____

KDG. S.A.T.

	PRE	DATE	POST	DATE
ENVIRONMENT				
MATH				
LETTERS & SOUNDS				
AURAL COMP.				
TOTAL				

TRANSITIONAL FIRST-GRADE

SCHOOL _____

TEACHER _____

STUDENT _____

Date Entered _____ Date Withdrawn _____

Reason

STUDENT INFORMATION

BIRTHDATE	AGE	GRADE	RACE	SEX

BRIGANCE TESTING:

PRE _____ DATE

POST _____ DATE

PARENT INFORMATION

Parents _____

Address _____

Phone _____

KDG. S.A.T.

	PRE	DATE	POST	DATE
ENVIRONMENT				
MATH				
LETTERS & SOUNDS				
AURAL COMP.				
TOTAL				

NOTE: Teacher information to be placed in student's file.

TRANSITIONAL FIRST-GRADE PROGRESS REPORT

TEACHER _____ GRADE _____

SCHOOL _____ DATE _____

Shapes

	1	2	3	4
circle				
diamond				
square				
triangle				
heart				
oval				
rectangle				
lines				

Yes	No	
		Name _____
		Address _____
		Phone _____
		Birth Date _____
		Parents _____

Yes	No	
		ties shoes
		uses scissors
		knows left
		knows right
		writes name

Colors

	1	2	3	4
red				
orange				
yellow				
green				
blue				
purple				
brown				
black				
gray				
pink				
white				

Color Words

	1	2	3	4
red				
orange				
yellow				
green				
blue				
purple				
brown				
black				
gray				
pink				
white				

Counting

1		
2		
3		
4		

Letter Recognition

	1	2	3	4
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				
S				
T				
U				
V				
W				
X				
Y				
Z				

	1	2	3	4
a				
b				
c				
d				
e				
f				
g				
h				
i				
j				
k				
l				
m				
n				
o				
p				
q				
r				
s				
t				
u				
v				
w				
x				
y				
z				

Letter Sounds

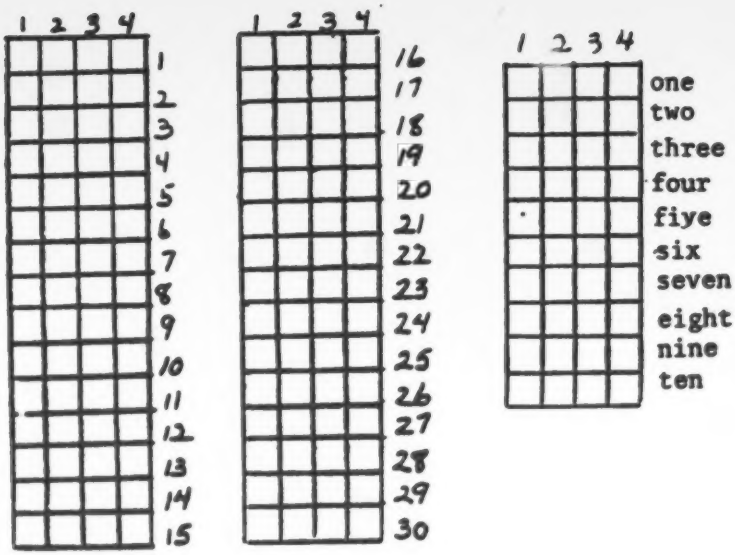
	1	2	3	4
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				
S				
T				
U				
V				
W				
X				
Y				
Z				

Letter Writing

	1	2	3	4
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				
S				
T				
U				
V				
W				
X				
Y				
Z				

	1	2	3	4
a				
b				
c				
d				
e				
f				
g				
h				
i				
j				
k				
l				
m				
n				
o				
p				
q				
r				
s				
t				
u				
v				
w				
x				
y				
z				

Number Recognition



READING

Short Vowel Patterns

Consonant-Vowel-Consonant

Short a _____

" e _____

" i _____

" o _____

" u _____

Comments_____

Long Vowel Patterns

Vowel-Consonant-E

a-e _____

e-e _____

i-e _____

o-e _____

u-e _____

Comments_____

Vowel Digraphs

-ee- _____

-oa- _____

-ai- _____

Comments_____

_____

_____

_____

MATH

Sums to 10 _____

Minuends (10 or less)_____

Place Value Concept

Ones _____

Tens _____

Counts by 2's _____

Counts by 10's _____

SIGHT VOCABULARY

_____

_____

_____

_____

_____

TRANSITIONAL FIRST GRADE

Progress Report

School_____ Date_____

_____ _____
Child's Name Teacher

Dear Parent or Guardian:

This is to inform you that your child's progress is as follows:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please sign and return to your child's teacher.

Parent comments:_____

_____

_____ _____
Child's Name Parent Signature

NAME _____

SCHOOL _____

TEACHER _____

DANVILLE PUBLIC SCHOOLS
DISTRICT 118
DANVILLE, ILLINOIS

TRANSITIONAL FIRST GRADE REPORT SCHOOL YEAR 19 -19

DR. DON PENNINGTON
SUPERINTENDENT

EVALUATION KEY 1ST SEMESTER
*= EXCELLENT PROGRESS
+= SATISFACTORY PROGRESS
√= IMPROVEMENT NEEDED
O= NO INTEREST SHOWN

	1	2	3	4
READING READINESS				
Recognizes capital letters				
Recognizes lower case letters				
Recognizes beginning sounds				
Blends sounds into words				
Works left to right				
Rhyming				
Shows interest in books/stories				

	1	2	3	4
READING				
Level				
Effort				
Understanding what is read				
Reads smoothly and with expression				
Knows vocabulary at reading level				
Applies phonics skills				

	1	2	3	4
LANGUAGE DEVELOPMENT				
Expresses ideas well				
Speaks in complete sentences				
Tells a story in sequence				

	1	2	3	4
HANDWRITING DEVELOPMENT				
Can write name				
Forms letters properly				
Forms numerals properly				
Applies writing skills to daily work				

COMMENTS

79

	1	2	3	4
MATHEMATICS DEVELOPMENT				
Identifies basic shapes				
Recognizes numerals to 10				
Can count objects to				

	1	2	3	4
MATHEMATICS				
Level				
Effort				
Has memorized math facts				
Works carefully and accurately				

	1	2	3	4
SOCIAL SCIENCES				
Shows awareness and curiosity				
Participates				
Demonstrates good health habits				

	1	2	3	4
ART				
MUSIC				
PHYSICAL EDUCATION				

LEVEL-Indicates the instructional level at which the child is working.

COMMENTS

19 /19 PLACEMENT LEVEL

NOTICE TO PARENTS

This report offers an opportunity for better understanding of your child's current achievement. Items not noted were not evaluated at this time.

ATTENDANCE				
Days Absent				
Days Late				

S= Satisfactory
N= Needs improvement
U= Unsatisfactory

	1	2	3	4
CONDUCT				
Respects authority				
Respects rights and property of others				
Follows school rules				
Talks at appropriate time				
Displays self control				
Plays/works well with others				

	1	2	3	4
WORK HABITS				
Listens to directions				
Follows directions				
Listens while others are speaking				
Has adequate attention span				
Completes activities				
Works independently				
Uses materials correctly				
Takes care of material				
Cleans up after work period				
Works without disturbing others				
Works neatly				

COMMENTS

80

WHAT IS CHAPTER I?

CHAPTER 1 PERSONNEL

ADMINISTRATION				
640	ADM	Linda Meyer	224 Dawn	443-3454
640	ADM	Eileen Huckstadt	3748 N. Lake Blvd.	443-3789
640	ADM	Betty Lane	Rt. 1, Box 100	446-1840
626	ADM	Sharon Griffin (½ time)	217 E. Winter	446-5069
694	E P	Gwen Henderson	1503 Myrtle Dr.	442-0521
693	S V	Avis Pettice	50 Columbus	442-5003
693	S V	Marva Vincent	1007 N. Gilbert	442-7982
693	S V	Jackie Way	1214 Saratoga	443-3089
READING TEACHERS				
510	CAN	Sara Switzer	105 E. Winter	446-1478
512	DAN	Thelma Wilson	304 W. 9th, G'town, 61846	662-6909
515	DOU	Henrietta Schwartz	1110 Scovill, Urbana, 61801	367-8894
516	ED	Carol Brandenberger	1312 Golf Terrace	443-4352
520	GAR	Carol Kelly	1020 Pomono Dr., C'paign, 61801	359-8864
525	LIN	Mary Roberson	1110 Koehn	431-8411
525	LIN	Kelli Simpkins	1030 W. Williams	446-1602
528	M P	Rebecca Hull	15 Nicklas	442-0516
530	N E	Sheryl McAlearney	2200 N. Vermilion, Apt. 210	
495	E P	Susan Fehr	2320 N. Vermilion, Apt. 212	
505	N R	Lisa Wilke	910 C South Lierman, Urbana 61801	328-2562
500	S V	Patsy Jones	402 Dennis Drive	443-5132
LAB TEACHERS				
512	DAN	Martha Howard	1713 Deerwood	442-5380
520	GAR	Camille Fahey	Rt. #2, Box 43	431-0976
528	M P	Anne Young	11 Country Club Dr.	442-7504
530	N E	Minnie Walker	1506 Fairwood	442-2031
518	TIL	Lynn Childs	Rt. #2, Box 35, Gravat Road	446-7374
T-1 TEACHERS & AIDES				
520	GAR	Sue Legg	27 Lakewood	443-1324
520	GAR	Luanne Thornton (Aide)	1520 N. Logan Ave.	442-8528
525	LIN	Cindy Amos	Box 387T, Rt. #1, Bismarck, 61814	442-4671
525	LIN	Marilyn Carpenter (Aide)	Rt. #1, Box 150, Perrysville, IN 47974	317-793-4697
530	N E	Diana Stewart	Rt. #2, Box 182, Potomac, 61865	987-6494
530	N E	Sharon Schroeder (Aide)	1116 Saratoga	442-1595
READING/MATH TEACHERS				
CAN/GAR		Nancy Callahan	86 Country Club Drive	442-1857
DOU/DAN		Donna Diver	Rt. #1, Oakwood, 61858	354-4704
MP/NE		Kathleen Spain	2616½ Cannon	431-6006
TIL/LIN		Richard Lewis	115 Kentucky	446-7862
READING SPECIALIST				
522	LIB	Virginia Alhorn (½ time)	359 N. Cedarwood	442-3296

WHAT IS CHAPTER 1, E.C.I.A.?

This is a question we often hear from interested citizens and parents throughout the community. Because of this concern, we will attempt to explain the Chapter 1 program as it is carried on in the Danville Schools.

Q. What is Chapter 1?

A. Chapter 1 is a federally-funded program designed to help children do better in school. In Danville, the program stresses the area of reading and math improvement. Its full name is "Chapter 1 of the Educational Consolidation and Improvement Act".

Q. Does every school in Danville have a Chapter 1 program?

A. No. Presently Liberty Elementary School and Danville High School are not receiving Chapter 1 services. All other Danville Schools have a Chapter 1 program. Garfield, Lincoln and Northeast have Transitional First-Grade Programs for children who have completed one year of kindergarten and who are not ready to enter first grade. These children attend school all day and are bused from their home areas to the proper attendance center.

Q. How does a school qualify for the Chapter 1 program?

A. A school qualifying for Chapter 1 must have a larger percentage of children from low income families than the district-wide average. In Danville, income data is derived from free lunch figures.

Q. Does that mean that only children from low income families are in a Chapter 1 program?

A. No. If the school qualifies, then every child in that school is eligible to be in the Chapter 1 program, based solely on an educational need with no reference to the parent's economic status.

Q. How do you decide if a child needs extra help?

A. At present, several factors assist in that determination. The most important is the child's academic achievement. Specifically, the selection criteria include the following:

1. Below the 40th percentile rank on a nationally-normed test.
2. Recommendations of classroom teachers.
3. Past achievement records of child.
4. Recommendations of Chapter 1 teachers, counselors, and other staff members.
5. Recommendations from parents and others concerned for the child's welfare.
6. The child must not be receiving other supplemental educational assistance.

Q. Is there anything else necessary to qualify for Chapter 1 assistance?

A. Yes. Federal guidelines imply that the child have the ability to do better in school.

Q. What kind of help does a child get in the Chapter 1 program?

A. Chapter 1 in Danville is mainly concerned with the child's ability to read. We may offer assistance in other areas if a problem exists, but we feel that if we can improve a child's ability to read and understand what s/he reads, s/he will be able to do better in other subjects. We also provide services in math on the elementary level.

Q. Are there other areas that Chapter 1 tries to improve?

A. Yes. All staff members continually strive to improve the child's attitude toward school and toward himself/herself. Other supportive services deal with such factors as home life, emotional and physical problems, health, and any other conditions that might affect a child's ability to do satisfactory work.

Q. How do you know if a child has improved his/her ability after being in the Chapter 1 program?

A. Each Chapter 1 student is given a series of tests in the fall. In the spring they are tested again to accurately measure their improvement. These results are used to report the success of the local program. Many of the tests are used to determine the specific problems of individual students. Frequent meetings of Chapter 1 and classroom teachers are used to measure progress during the year.

Q. Do the test results show a big improvement?

A. For most children, yes! Other children need to continue in the program before improvement is evident. Much depends on the nature of the child's difficulty and the Chapter 1 teacher's ability to correctly diagnose that problem. For some children the stumbling block to progress may be small and easily overcome in a short time. For others the problems are many and require longer periods of time to correct.

Q. Who teaches in the Chapter 1 program?

A. We have what we call Chapter 1 teachers. These teachers have training and background to work with children who are having difficulty with reading or math.

Q. How much time does a child spend in the Chapter 1 class?

A. At the elementary level a child usually spends approximately 30 minutes a day in the Chapter 1 room. At the middle school level, the child spends approximately 40 minutes a day.

Q. Are there very many children in the Chapter 1 room at the same time?

A. No. Depending on age level, the Chapter 1 teachers usually have from four to eight students at a time. This gives the teacher time to work with each child. Chapter 1 guidelines require that the number of students be limited to increase the possibility of maximum improvement for each child served by the program. They do not want the services spread so thinly that only minor improvements occur.

Q. What kinds of material does the Chapter 1 teacher use to help children?

A. Normally, we try to use materials that are closely correlated with those used in the regular classroom. We try many different ways of helping our Chapter 1 children. Chapter 1 rooms consist of a variety of printed materials, machines, and educational games that will help children overcome problems and, at the same time, make learning enjoyable.

Q. Are there other people who help the Chapter 1 child?

A. Yes. We have a Chapter 1 school/community liaison worker who helps the child and family if there are special problems. We have parent coordinators who encourage parental involvement and help parents understand what Chapter 1 and the school are attempting to do.

Q. How long does a child stay in the Chapter 1 program?

A. We work with a child until he/she can do his/her very best in reading or math. Sometimes this takes only a few months, sometimes a year, and in special cases, two or three years. There is no specific time limit. Our goal is to have all children perform to the best of their ability and at a level where they can function with their classmates.

Q. What grade levels are served in the Chapter 1 program?

A. Grades 1-8 receive remedial reading instruction.

Q. What happens if a child moves to another school?

A. If the child moves to another Chapter 1 building, every effort is made to enable the child to continue in the program. If the school has no Chapter 1 program, all information concerning the child is forwarded to the new school.

Q. Is there just one teacher in each Chapter 1 school?

A. No. Some schools have more than one teacher. It depends on the number of children needing help.

Q. What is the parent involvement we hear about?

A. In the Danville Chapter 1 program we have always felt that we could do a better job of improving a child's ability when parents know what we are trying to do and give us their support and cooperation.

Q. How can parents get involved?

A. By taking part in many Chapter 1 activities. We arrange teacher conferences, open-house meetings, and special programs with Chapter 1 parents so they can see what their children are doing in school. In addition, we plan workshops for parents to share ideas, and we maintain a parent's room at for parents to meet and make instructional items for their children and others.

Q. How does this help children?

A. Normally, children become better students when their parents show an active interest in their school work. Unfortunately, many children see their parents at school only when something has gone wrong; we try to give parents a reason to come when all is well.

Q. How can parents help?

A. They assist us in deciding what kind of Chapter 1 program would be best for their children. Some of the specific functions include assistance with the needs assessment, evaluation of the program, and recommending changes to improve Chapter 1.

WE NEED AND WANT YOUR HELP. PLEASE JOIN CHAPTER 1 IN ASSISTING YOUR CHILDREN TO BE BETTER STUDENTS!

ILLINOIS STATE BOARD OF EDUCATION
Department of Federal and State Grants
Compensatory Education Section
Chapter 1, 97-35
100 North First Street
Springfield, Illinois 62777

— ISBE, Chapter 1 Use Only —
APPLICATION NUMBER
APPROVED FOR $

FY 1987 APPLICATION FOR GRANT TO MEET THE SPECIAL EDUCATIONAL NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

COUNTY NAME	Vermilion
DISTRICT NAME	Danville Com. Cons. Sch. Dis
DISTRICT NUMBER	118

INSTRUCTIONS: Filing date June 2, 1986.

Complete six copies, retain the gold copy as school work copy. Submit other five copies to Regional Superintendent who will sign and forward each copy to State Compensatory Education Section. Approved copies will be distributed as follows:

WHITE — ISBE (Project File)
BLUE — ISBE (Compensatory Education Section)
PINK — Approved copy will be returned to Regional Superintendent
GREEN — ISBE Regional Office
YELLOW — Approved copy will be returned to applicant District
GOLD — District Work Copy

NOTE: Before completing this application please review Federal Register, November 19, 1982 and Public Law 97-35 as amended, Education Consolidation and Improvement Act.

This application is being submitted for a Project Budget Period planned to begin July 1, (Month - Day) 1986

and end on June 30, (Month - Day) 1987.

NOTE: State Education Agency approval date is required before preservice, purchase of equipment, etc.

APPLICANT (Legal Name and District Number)	PHONE (Area Code/Number)
Danville Community Consolidated School District 118	217-431-5440
ADDRESS (Street, City, Zip Code)	
516 N. Jackson St., Danville, IL 61832	
NAME OF DISTRICT SUPERINTENDENT	PHONE (Area Code/Number)
Dr. Don Pennington	217-431-5406
ADDRESS (Street, City, Zip Code)	
516 N. Jackson St., Danville, IL 61832	
NAME AND TITLE OF CONTACT PERSON OR CHAPTER 1 DIRECTOR	PHONE (Also provide number for Summer contact)
Linda L. Meyer, Coordinator of Special Programs	
ADDRESS (Street, City, Zip Code)	
516 N. Jackson St., Danville, IL 61832	217-431-5440

SCHOOL TERM TO BE COVERED BY THIS APPLICATION (Check one)

[X] Regular School Term Only [ ] Summer Term Only [ ] Regular and Summer Terms

NOTE: If this is a cooperative project, attach "Certificate For Participation In Cooperative Project" Form ISBE 20-21 to front of Application.

PROJECT TITLE
Remedial Reading and Math, Transitional First Grade

TYPE OF PROGRAMS	Grade Levels Served by Chapter 1
[ ] Preschool	
[X] Transition	1
[X] Reading	1-8
[ ] Language Arts	
[X] Mathematics	1-5
[ ] Other	
[X] Excess Cost	T-1

MAINTENANCE OF FISCAL EFFORT (P.L. 97-35, Section 558)

A. Average per pupil expenditure from State and Local Funds for Fiscal Year Ending June 30, 1985 ..... $ 2,879.54

B. Average per pupil expenditure from State and Local Funds for Fiscal Year Ending June 30, 1986 ..... $ 3,025.22 (est.)
(If B. is 10% less than A., please attach explanation.)

PART I – Statistical Data

SECTION A – DETERMINATION OF ELIGIBLE ATTENDANCE AND PROJECT AREAS (P.L. 97-35, Section 556)

1. SOURCE(S) OF DOCUMENTED DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES.
Data Source(s) must be maintained for inspection and verification by state monitors.

a. SOURCE	MONTH YEAR	c. SOURCE	MONTH YEAR
Free & Reduced Lunch	March 1986		
b. SOURCE	MONTH YEAR	d. SOURCE	MONTH YEAR

2. METHOD OF QUALIFYING ATTENDANCE AREAS (Check one)

a. [X] Percentages -b. [ ] Numbers c. [ ] Other (explain)

If District is grouping schools as per grade levels (elem., jr. high, sr. high), this page must be completed separately for each group Provide attachments if more lines are needed.

3. ATTENDANCE AREAS (Data must be consistent with P.L. 97-35, Section 556)

a. PUBLIC SCHOOL ATTENDANCE AREA(S)

LIST ALL ATTENDANCE AREA(S) IN DISTRICT IN DESCENDING RANK AS PER COLUMN 6 or 7 NOTE: If schools are being served because they were eligible and served in either of the prior two fiscal years, please attach a copy of page two of previous application.	GRADES SERVED	NUMBER OF ATTENDANCE AREAS	TOTAL NO. OF CHILDREN ENROLLED IN EACH ATTENDANCE AREA LISTED IN COLUMN (1)	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREAS (Include spec. ed., private school children, dropouts where applicable)			ESTIMATED NO. OF CHILDREN WHO WILL PARTICIPATE IN ACTIVITIES FROM ATTENDANCE CENTERS LISTED IN COLUMN (1)		
				TOTAL	FROM LOW-INCOME FAMILIES	PER CENT (Cols. 6 ÷ 5)	FROM PUBLIC SCHOOLS	FROM PRIVATE SCHOOLS	TOTAL Cols. 8 + 9
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Lincoln	K-5		262	292	249	85.3	105	0	105
Douglas	K-5		264	298	202	67.8	45	1	46
Northeast	K-5		388	452	269	59.5	105	1	106
Meade Park	K-5		437	507	295	58.2	95	2	97
Daniel	K-5		459	496	264	53.2	95	1	96
Tilton	K-5		278	303	154	50.8	55	0	55
Garfield	K-5		372	522	249	47.7	105	2	107
Cannon	K-5		356	471	211	44.8	50	0	50
South View	6-8		510	574	222	38.7	55	0	55
East Park	6-8		483	604	206	34.1	55	0	55
Edison	K-5		327	418	108	25.8	35	2	37
North Ridge	6-8		596	738	188	25.5	55	0	55
Liberty	K-5		377	508	120	23.6	0	0	0
Danville High School	9-12		2002	2360	280	11.9	0	0	0
TOTALS		14	7111	8543	3017		855	9	864

b. (1) District-Wide Percentage (Totals = Col 6 ÷ Col. 5) 35.3 %

(2) Average Number Per Attendance Center (Totals = Col. 6 ÷ Col. 3) 215.5

c. PRIVATE SCHOOLS SERVING CHILDREN RESIDING IN DISTRICT (List schools located within or beyond applicant district's boundary)

NAME OF PRIVATE SCHOOL	GRADES SERVED	TOTAL NUMBER OF CHILDREN ENROLLED IN EACH SCHOOL LISTED IN Col. 1	NUMBER OF CHILDREN WHO RESIDE IN APPLICANT SCHOOL DIST.	NUMBER OF CHILDREN ENROLLED WHO LIVE IN PROJECT ATTENDANCE AREAS	NUMBER OF CHILDREN PARTICIPATING IN PROJECT
(1)	(2)	(3)	(4)	(5)	(6)
Danville Lutheran	K-8	200	178	163	4
First Baptist Christian	K-6	245	150	133	0
Holy Family	K-8	122	108	101	3
Hope Christian	7-12	51	48	16	0
St. Paul	K-8	366	338	253	2
Schlarman	9-12	258	222	0	0
TOTALS		1242	1044	666	* 9

* Aguilar v. Felton, Supreme Court Decision, July 1, 1985

Initial Application (11)

ILLINOIS STATE BOARD OF EDUCATION
Department of Federal and State Grants
Compensatory Education Section
100 North First Street
Springfield, Illinois 62777

— ISBE Use —

Project Number
Total Funds Available $
Carryover Funds $
Current Funds $

BUDGET SUMMARY AND PAYMENT SCHEDULE

Chapter I, ECIA

Beginning Date _____ Ending Date _____

SECTION B – BUDGET

CODE (Region-County-District): 054-092-1180

EDUCATIONAL SERVICE REGION: Vermilion (IV)

DISTRICT NAME: Danville Community Consolidated Sch. Dist.

DISTRICT NUMBER: 118

LINE	ACCT. NO. (1)		EXPENDITURE ACCOUNTS (2)	BUDGET SUMMARY SALARIES (3)	BUDGET SUMMARY CONTRACT AND OTHER (4)	BUDGET SUMMARY TOTAL (5)
01	Instruction 100	A	Salaries and Fringe Benefits	$569,594.00	$ 88,859.00	$658,453.00
02		B	Instructional Materials		5,500.00	5,500.00
03		C	Instructional Equipment		500.00	500.00
04		D	Teaching materials and all other expenses for instruction		17,316.00	17,316.00
05	211		Attendance Services	28,849.00	4,727.00	33,576.00
06	212		Guidance Services			
07	213		Health Services			
08	214		Psychological Services			
09	215		Speech and Audio Pathology Services			
10	221		Improvement of Instruction		5,000.00	5,000.00
11	222	A	Media Educational Materials			
12		B	Media Educational Equipment			
13	230		General Administration	40,581.00	12,374.00	52,955.00
14	240		School Administration			
*15	251/252		Business/Fiscal Services			
16	253		Construction and Remodeling			
17	254		Operation and Maintenance			
18	255		Pupil Transportation		500.00	500.00
19	256		Food Services			
*20	257		Internal Services			
*21	260		Central Services			
22	290		Supporting Services - Other			
23	300		Community Services	26,780.00	11,237.00	38,017.00
24	410		Payments to Other Gov. Units			
25	Total Direct Costs			$ 665,804.00	$ 146,013.00	$ 811,817.00
**26	Indirect Costs (Line 25 minus Capital Outlay) X ____ %					$
27	TOTAL PROJECT BUDGET					$

PAYMENT	MONTH(S)	REQUEST	– Office Use Only –
1	July & August	$90,128.00 (81)	
2	September	75,000.00 (82)	
3	October	70,625.00 (83)	
4	November	70,625.00 (84)	
5	December	70,625.00 (85)	
6	January	70,625.00 (86)	
7	February	70,625.00 (87)	
8	March	70,625.00 (88)	
9	April	70,625.00 (89)	
10	May	70,625.00 (90)	
11	June	81,689.00 (91)	
12	~~Refund Amount~~	(92)	
	TOTAL	$811,817.00	

* *If expenditures shown on these lines are considered indirect costs, the indirect cost rate cannot be used.*

** *Cost Rates from ISBE 50-35.*

Budget amendments must be received before the final date of the project. Amendments requesting supplies, materials, or equipment must be received at least 45 days prior to the final date of the project.

1. CAPITAL OUTLAY (if any)

Identify all items of equipment included in the Chapter 1 budget and explain why they are necessary to implement this program. Request for equipment must take into consideration equipment previously purchased or available from the local school district. Attach a complete inventory of Chapter 1 equipment on hand and describe how it is being used for the purpose it was intended.

No equipment with an acquisition cost of $300 or more per unit will be purchased.

2. BUDGET BREAKDOWN - State education agency approval is required before preservice, purchase of equipment etc.. Itemize and explain each expenditure, in order, as account numbers and line totals appear on page 3. See page 6 of instruction handbook. Please note if fringe benefits (10.5% TRS) are to be paid by district funds.

ACCOUNT NUMBER	SALARIES	CONTRACT/OTHER	TOTAL

Attachment #1

SECTION C – PROJECT STAFF

1. STAFF ASSIGNMENTS (1)	NUMBER OF STAFF ASSIGNMENTS AND SALARIES INCLUDED IN CHAPTER 1 BUDGET					NUMBER OF OTHER STAFF ASSIGNMENTS (Not included in Chapter 1 Budget) (7)
	REGULAR TERM		SUMMER TERM		TOTAL SALARIES (6)	
	Total No. of Personnel (2)	Full-Time Equivalent (3)	Total No. of Personnel (4)	Full-Time Equivalent (5)		
1 Teaching - Preschool					$	
2 Teaching - Kindergarten						
3 Teaching - Elementary	24	24			519,378.00	
4 Teaching - Secondary						
5 Teacher Aide	3	3			26,883.00	
6 Supervision	1	1			23,333.00	
7 Direction and Management (Admin.)	1	.70			26,429.00	.30
8 Counseling						
9 Psychologist						
10 Testing						
11 Social Work						
12 Attendance	1	1			28,849.00	
13 Clerical	1	1			14,152.00	
14 Other (specify assignment and no.)						
15	3	3			26,780.00	
TOTAL NUMBER OF ASSIGNMENTS, 15 FTE, and SALAREIES (Sum of 1 through 15)	34	33.70			$ 665,804.00	.30

* *Total in Column 6 must agree with total in Column 3 on page 3.*

2. STAFF JOB DESCRIPTIONS

Provide job descriptions for all personnel receiving Chapter 1 funds. Job descriptions for part-time Chapter 1 persons must include their functions other than Chapter 1. Use additional attachments as necessary.

See Attachment #2 for the following staff:

.70 Coordinator of Special Programs
1 FTE Reading Coordinator
1 FTE School/Community Liaison Worker
16 FTE Reading Teachers
4 FTE Math Teachers
1 FTE Reading/Math Teacher
3 FTE Transitional First-Grade Teachers
3 FTE Transitional First-Grade Aides
3 FTE Parent Coordinators
1 FTE Secretary

ATTACHMENT #2

STAFF JOB DESCRIPTIONS

DIRECTOR:

The Coordinator of Special Programs is responsible for the total administration of the program, which includes writing the annual application, developing the budget, reviewing all expenditures and financial reports and periodically assuring that files on all Chapter 1 students are current. The Coordinator also hires personnel, approves the ordering of materials, keeps inventories, works with staff of Chapter 1 schools in supervision, evaluation, and dissemination of information. The Special Programs Coordinator is responsible for monthly Chapter 1 inservice meetings, for contacting non-public staff, and for regular meetings with parents. Seventy percent of her time is devoted to administering the Chapter 1 Program. The additional 30% of her time is devoted to the bilingual and summer school programs in addition to acting as the district's administrative liaison for special education services.

READING COORDINATOR:

The Reading Coordinator supervises instruction of remedial reading and math in all Chapter 1 schools. She assists teachers in the selection of students, works with children having special problems, assures that every child in the program has a diagnostic workup and a prescriptive folder on file, and generally insures that Chapter 1 guidelines are being observed in Chapter 1 schools. The Reading Coordinator assists in the selection of instructional and testing materials, does demonstration lessons, assists the director in planning inservice meetings for Chapter 1 staff, and serves as a liaison between Chapter 1 teachers and school faculty. She also keeps teachers informed of current reading materials by researching articles from various periodicals, and attending workshops and conferences, and she coordinates travel requests for Chapter 1 teachers and reviews reports of those who attend conferences.

READING TEACHERS:

The 16 Chapter 1 remedial reading teachers help in the selection of students through testing which is designed to screen students for diagnostic purposes and to develop a prescription to assist in remediating the student's deficiencies. The teachers insure correlation between the material covered in the classroom and that stressed in the Chapter 1 reading class. They meet with parents at least twice a year for conferences and send a report to the parent at the end of each grading period. The teachers work with small groups of children and are responsible for supervising and planning all the learning activities which occur in the reading class.

MATH TEACHERS:

The 4 Chapter 1 remedial math teachers help in the selection of students through testing which is designed to screen students for diagnostic purposes and to develop a prescription to assist in remediating the student's deficiencies in math. The teachers insure correlation between the material covered in the classroom and that stressed in the Chapter 1 math class. The teachers work with small groups of children and are responsible for supervising and planning all the learning activities which occur in the math class. They meet with parents at least twice a year for conferences and send a report to the parent at the end of each grading period.

TRANSITIONAL FIRST-GRADE TEACHERS:

The three transitional first-grade teachers are responsible for teaching childfen who are not yet ready for formal reading instruction at the completion of one year of kindergarten. The teachers will give these children additional opportunities for growth in language development, listening skills, basic concepts, and fine and gross motor activities. The teacher will work with a small group of students, approximately 15, during a full school day's schedule.

TRANSITIONAL FIRST-GRADE AIDES:

The three transitional first-grade aides provide assistance to the T-1 teachers in helping children take full advantage of the instructional program. Under the direction of the T-1 teachers, they prepare classroom materials, work with small groups and individuals to reinforce material introduced by the teachers and assist the teachers in creating positive experiences for the children.

SCHOOL/COMMUNITY LIAISON WORKER:

The Chapter 1 School/Community Liaison Worker works with, and in the interest of, any child in the program who is having problems which are affecting his/her ability to adjust satisfactorily in school. (These children present medical, social, economic, or emotional problems which seriously affect their ability to learn.) The Liaison Worker works with children individually or in groups when applicable and assists the reading coordinator, parent coordinators and director in organizing an effective parental involvement program which provides a connecting link between home, school, and various social agencies.

PARENT COORDINATORS:

The three (3) Parent Coordinators' duties include visiting the homes of Chapter 1 students, explaining the Chapter 1 program, encouraging visits to school and to parent meetings, helping organize parent meetings and workshops, demonstrating ways parents can help their children in school and out, and generally acting as liaison persons between home and school. The Parent Coordinators operate from a central location and publish a monthly newsletter for Chapter 1 parents. They also assist teachers in constructing and laminating games and lessons for students.

SECRETARY:

The Chapter 1 secretary maintains all correspondence pertaining to the Chapter 1 program, gives information and answers questions relating to Chapter 1; refers calls to the proper person, or arranges appointments with the appropriate staff. She maintains administrative and student records, assists in the completion of project proposals that are submitted to the State; she prepares the Chapter 1 Newsletter and other publications; she operates standard office machines necessary to complete clerical assignments in a businesslike form; from rough draft or instructions, she types forms, letters, attendance reports, requisitions; composes letters and routine memos. She assists in preparations for inservices, state evaluation visitations, special workshops for Parent Advisory Committee meetings as are deemed necessary by the director. The secretary assists the Chapter 1 reading coordinator, parent coordinators, school/community liaison worker, and teachers in any clerical duties as needed. She also performs other services as may be required from time to time in emergencies or as deemed appropriate and necessary by the director.

SECTION D – PARTICIPANTS

1. ESTIMATED NUMBER OF PARTICIPATING CHILDREN BY GRADE LEVEL AND TYPE OF SCHOOL

GRADE LEVEL (1)	NUMBER ENROLLED IN REGULAR TERM			NUMBER ENROLLED IN SUMMER TERM			TOTAL OF UNDUPLICATED COUNT (8)
	From Public Schools (2)	From Private Schools (3)	Total (4)	From Public Schools (5)	From Private Schools (6)	Total (7)	
1. Preschool							
2. ~~Kindergarten~~ Transitional First-Grade	45	0	45				
3. Grade 1	141		141				
4. Grade 2	128	3	131				
5. Grade 3	128	2	130				
6. Grade 4	137	3	140				
7. Grade 5	111	1	112				
8. Grade 6	75		75				
9. Grade 7	45		45				
10. Grade 8	45		45				
11. Grade 9							
12. Grade 10							
13. Grade 11							
14. Grade 12							
15. TOTAL *(Sum of 1 through 14)*:	855	9	864				864
2. ESTIMATED NUMBER OF DROPOUTS WHO ARE INCLUDED IN SECTION D-1 ABOVE	NONE						NONE

SECTION E – PARENTAL INVOLVEMENT *(P.L. 97-35, Section 556)*

1. PARENTAL INVOLVEMENT IN PROJECT

Describe provisions for informing and consulting with parents concerning the services to be provided for their children under Chapter 1, the performance of their children and the ways in which such parents can assist their children in realizing the benefits those services are intended to provide.

See Attachment #3

2. CONSULTATION WITH PARENTS RELATIVE TO THE DESIGN AND IMPLEMENTATION OF THE CHAPTER 1 PROJECT

Date parents were consulted relative to this application March 10, 1986

PART II — Project Plan

SECTION A — NEEDS ASSESSMENT (P.L. 97-35, Section 556)

1. DETERMINATION OF THE NEEDS OF ALL CHILDREN RESIDING IN ELIGIBLE ATTENDANCE AREAS

Describe in order of priority the basic needs of each of the listed groups of children living in eligible Chapter 1 areas for which you provide education or may provide Chapter 1 services, according to the grade grouping used in your school system. Indicate the sources of information, including specifically identified objective educational measurements and consultations with teachers, parents, and persons knowledgeable of the needs of the children who reside in the eligible attendance area(s).

Include, as a source, data from the RAWCON evaluation printouts of past Chapter 1 projects. Documentation of this assessment must be maintained in district files. For Neglected and Delinquent projects - see special form from State educational agency.

a. Preschool and Kindergarten **An analysis of the preschool screening administered by the special education cooperative and recommendations and observations made by teachers and parents indicate the needs of preschool students are: 1. improvement of language development, 2. improvement of prereading skills and concentration in the early grades; consequently, T-1 programs.**

b. Early Elementary (grades 1-3). **An analysis of Stanford Achievement Test Scores and surveys of teachers and parents indicates the basic needs at grade levels 1-8 are: 1) improvement of reading skills, 2) improvement of communication skills and 3) improvement of mathematics skills. School principals ranked the needs as: 1) reading, 2) math, and 3) communications.**

c. Middle Elementary (grades 4-5).

d. Later Elementary (grades 6-8).

e. Secondary (grades 9-12).

Surveys indicate needs as: 1) reading and communication skills, 2) math

f. Private School Children

Surveys of teachers, principals and parents indicate the improvement of reading as the area of greatest need.

g. Other groups who may be served (dropouts, handicapped, non-English speaking)

Dropouts are not being served.
Handicapped needs are being met through the district special education program and/or the county special education cooperative (VASE).
Non-English speaking are served through the district bilingual program.

2. If for any reason this project is not being designed to meet the highest ranking needs as listed (Section A, Number 1) justification and rationale must be given. **The Chapter 1 Program concentrates on reading based on the surveys and belief that Chapter 1 services are necessary to maintain current reading levels. SAT math scores are consistently lower than SAT reading scores; consequently math services will be provided on a half-time basis in each targeted school.**

3. Describe any specific activities or services that may be available through other public and private agencies. Explain the arrangements for coordination with the Chapter 1 project. **The School/Community Liaison Worker communicates directly with local service organizations to obtain services and necessities for Chapter 1 students. The Center for Children and Family Service, the Lions Club, Thrift Shop, and Red Cross are a few of the agencies dealt with. The Vermilion Health Association and District #118 nursing staff provide hearing and vision screenings to all students enrolled in the district.**

2.5
2.2
2.0
2.8
3.2
3.6
4.0
100 mm
1.0
1.1
1.25
1.4
1.6
1.8
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abcdefghijklmnopqrstuvwxyz1234567890
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2.0 mm
A5
PG

ATTACHMENT #3

PARENT INVOLVEMENT

Letters of selection into the Chapter 1 program are sent to parents at the beginning of the school year. Parent orientation meetings are then held at each project site to explain the Chapter 1 program, to offer the opportunity for parents to ask questions or make suggestions and to provide a chance for parents to meet the Chapter 1 teacher and other Chapter 1 staff and view the math and reading class and materials. Some home visits are made by parent coordinators, T-1 teachers, math and reading class teachers and school/community liaison worker if parents are unable to attend meetings regarding the Chapter 1 program.

The parent coordinators arrange monthly workshops throughout the school year and all-day workshops in the fall and spring. The monthly workshops and the all-day workshops address concerns and interests that the parents of our program have expressed to the parent coordinators. Parents are also invited to submit their ideas and suggestions to assist in writing our application. In the spring, parents do an evaluation of the Chapter 1 program to assist in our planning for the next year's program. The parent workroom at South View Middle School, where the parent coordinators are housed, is always open for parents to drop-in to discuss concerns, borrow reading materials, or assist in making materials for Chapter 1 students.

Parent coordinators speak to PTAs in the District 118 Chapter 1 schools and make themselves available to speak to PTAs at the private schools. They also present workshops informing parents as to how to become involved in their child's education.

A monthly newsletter is distributed to parents, as well as special interest handbooks. These publications are designed especially to inform Chapter 1 parents about the Chapter 1 program. (Copies are available for distribution to the local newspaper and civic groups.) Copies of Chapter 1 newsletters are also sent to parents and principals of private school children who participate in Chapter 1 classes.

Progress reports are sent to parents at the end of each grading period. Regular reports of pupil progress are given to teachers in the private schools. Parents of these children also receive progress reports and are invited to attend parent-teacher conferences, just as the parents in the regular program.

Teachers choose one student per week and communicate positive comments to the parents about that student. This communication is done by phone, note, or visit.

SECTION B – PROGRAM DESCRIPTION(S) (Complete a separate sheet for summer program)

Describe each Chapter 1 funded program (P.L. 97-35, Section 555) Duplicate additional pages as needed.

Definition of Chapter 1 Program: A uniform set of methods, materials, personnel and activities which define an instructional treatment. A program may span several grade levels or operate in more than one building as long as it consists of essentially the same activities and instructional materials and is directed at the same learning objectives for all the students it serves.

The district is encouraged to develop for each child, a written, individualized educational plan agreed to jointly by the district, a parent or guardian of the child, and when appropriate, the child.

☒ Indicate by checking the box that the evaluation pretest scores will not be used to select participants.

1. Subject area: Reading Readiness/Remedial Reading Lab

   a. Selection criteria: 1) Below the 40th percentile on the Stanford Achievement Test 2) Teacher, principal, and/or parent recommendation.

   b. Diagnostic procedure: Woodcock Reading Mastery Test; TOLD; PPVT-R

   c. Grades served: K-5

   d. Mode for delivery of services: Lab(self-contained classroom). Grades K-5: 5 students, 2 to 2½ hours daily for 8 weeks.

   e. Excess cost formula if applicable: N.A.

2. Subject area: Transitional First-Grade (T-1)

   a. Selection criteria: 1) Score between 50-85 on the Brigance K & 1 Screening Test. 2) Teacher checklist. 3) Teacher recommendation.

   b. Diagnostic procedure: Slingerland Pre-reading Screening; SESAT

   c. Grades served: Students having completed kindergarten

   d. Mode for delivery of services: Self-contained; 15 students per 1 teacher and 1 teacher aide

   e. Excess cost formula if applicable: Amount generated in state aid (K-6) x 45 students: $601.56 x 45 = $27,047.70. One-half of cost ($13,523.85) is picked up by district for operating expenses. The other half is picked up in transportation costs since students are bused to three centers.

SECTION B – PROGRAM DESCRIPTION(S) (Complete a separate sheet for summer program)

Describe each Chapter 1 funded program (P.L. 97-35, Section 555) Duplicate additional pages as needed.

Definition of Chapter 1 Program: A uniform set of methods, materials, personnel and activities which define an instructional treatment. A program may span several grade levels or operate in more than one building as long as it consists of essentially the same activities and instructional materials and is directed at the same learning objectives for all the students it serves.

The district is encouraged to develop for each child, a written, individualized educational plan agreed to jointly by the district, a parent or guardian of the child, and when appropriate, the child.

☒ Indicate by checking the box that the evaluation pretest scores will not be used to select participants.

1. Subject area: Remedial Reading

   a. Selection criteria: 1) Below the 40th percentile on the Stanford Achievement Test 2) Teacher, principal, and/or parent recommendation.

   b. Diagnostic procedure: CLUP; Clymer-Barrett Readiness Test; Jerry Johns BRI; TERA; various other tests used by individual teachers

   c. Grades served: 1-8

   d. Mode for delivery of services: Pullout. Grades 1-5: 3-5 students; 30 minutes daily. Grades 6-8: 6-8 students; 40 minutes daily

   e. Excess cost formula if applicable: N.A.

2. Subject area: Remedial Math

   a. Selection criteria: 1) Below the 40th percentile on the Stanford Achievement Test. 2) Teacher, principal, and/or parent recommendation.

   b. Diagnostic procedure: Stanford Diagnostic Mathematics Test; Key Math Diagnostic Arithmetic Test

   c. Grades served: 1-5

   d. Mode for delivery of services: Pullout. Grades 1-5: 3-5 students; 30 minutes daily

   e. Excess cost formula if applicable: N.A.

SECTION C – TESTING AND EVALUATION PLANS *(P.L. 97-35, Section 556)*

1. Testing and Evaluation Plans (P.L. 97-35, Section 556(b)(4)

a Describe the evaluation procedures which will be used to measure the impact of Chapter 1 instructional activities in reading, mathematics and language arts for grades 2-12 in public and nonpublic schools for projects lasting the entire school year.

	SUBJECT AREA	GRADE LEVELS SERVED	ACHIEVEMENT TEST SELECTED		SUB TEST SCORE SELECTED	PLANNED TEST DATES	
			NAME/YEAR	FORM		Pretest mo./days	Post Test mo./days
1	Reading	1-8	Gates MacGinitie, 1978	1	Total Reading	Oct. 6-10	May 4-8
2	Mathematics	1-5	Stanford Diagnostic Math, 1984	G	Total	Oct. 6-10	May 4-8
3	Language Arts						

b. Indicate that records of the following data will be retained for a five year period.

- [X] (1) Record of individual student pretest and post test scores with identifying code to match pretest and post test scores and including name, form, level, date of publication of any tests administered.
- [X] (2) Test Score Reports (copies of reports sent to ISBE).
- [X] (3) RAWCON printouts (copies of reports received from ISBE).

c. Longitudinal/Sustained Effects Evaluation Plans (P.L. 97-35, Section 556(b)(4))

1) Please select one of the following four schedules for completing your Longitudinal/Sustained Effects study. Indicate your choice by marking the box next to the schedule you choose.

		Fall Pretest	Spring Post Test	Fall Follow-Up Test
[ ]	Schedule 1	Fall, 1985	Spring, 1986	Fall, 1986
[X]	Schedule 2	Fall, 1986	Spring, 1987	Fall, 1987
		Fall Pretest	**Spring Post Test**	**Spring Follow-Up Test**
[ ]	Schedule 3	Fall, 1985	Spring, 1986	Spring, 1987
[ ]	Schedule 4	Fall, 1986	Spring, 1987	Spring, 1988

2) Give the complete name (test name and edition year) of the test to be used for the Longitudinal/Sustained Effects study.

Gates MacGinitie, 1978
Stanford Diagnostic Mathematics Test, 1984, 3rd Edition

[X] 3) Check if you have assigned identifying codes to individual scores so that the Follow-up Test Scores can be matched to pretest and post test scores.

4) Define the problem to be addressed by the Sustained Effects Study [include the subject area(s)].

Maintenance of scores over summer months
Reading and math

5) Indicate other information to be used in the study (grades, drop-out rates, absenteeism figures, etc.).

Grades and reading levels/groups in regular classrooms.

6) Indicate which students will be listed in the target group:

- [ ] Students continuing in Chapter 1
- [ ] Students no longer in Chapter 1
- [x] Both of the above

7) Indicate which of the target group students will be included in the follow-up testing.

- [ ] All of them
- [ ] A sample of grade levels; specifically_____
- [x] A representative sample

8) Indicate who will analyze Sustained Effects data.

Special Programs Coordinator and Chapter 1 Reading Coordinator

9) Indicate how the results will be reported.

- [x] Graphs/charts
- [x] Written reports
- [x] Other (specify) Oral presentations

10) Indicate to whom the results will be reported.

- [x] Teachers
- [x] Students
- [x] Parents
- [x] Administrators
- [x] School Board
- [x] News Media
- [ ] Other (specify)_____

11) Indicate how data will be used for program improvement.

Data will be analyzed to provide the most effective remedial math and reading programs.

---

2. **Other Testing and Evaluation Plans (other than the above) (P.L. 97-35, Section 556(b)(4))**

(Indicate how you will measure the impact of other Chapter 1 activities in any of the following areas in which you provide services with Federal Chapter 1 funds.

a. [illegible] kindergarten and first grade levels

Kdg. lab students will be pre- and post-tested with the Woodcock Reading Mastery Test or the PPVT-K. T-1 students are pre- and post-tested using the Brigance K & 1 Screen. First-grade students are pre- & post-tested with Gates (1978), Level R or A.

b. [illegible]

c. [illegible]

d. [illegible]

e. [illegible]

f. Other groups who will be served (e.g., dropouts, handicapped, non-English speaking, youth in neglected and delinquent children institutions) Students in the Reading Labs will be pre- and post-tested using the Woodcock Reading Mastery Test. This program will be offered to students on a quarter basis and does not fit the Model A-1 Evaluation Plan.

SECTION D – NONPUBLIC SCHOOL PARTICIPATION *(P.L. 97-35, Sections 555, 556a and 557)*

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As representative of a private school that could be involved in a Chapter 1 project, I certify that my nonpublic school:

1. ☐ Does not choose to participate.
2. ☐ Has no children residing in an eligible attendance area.
3. ☐ Is participating and has:

   a. ☐ Helped identify private school children eligible for this project.

   b. ☐ Contributed to an assessment of these children's special educational needs.

   c. ☐ Suggested means to meet children's special educational needs.

   d. ☐ Helped develop plans to serve private school children eligible for this project.

   e. ☐ Been included in evaluation pretesting and post testing for grades 2-12 in reading, language arts and mathematics.

   f. ☐ Been included in longitudinal study.

   g. ☐ Been included in all other testing and evaluation plans.

   h. ☐ Made comments and recommendations when necessary.

   i. ☐ Consulted with parents and teachers relative to the design and implementation of this project.

   j. ☐ Been informed of the Aguilar v. Felton decision of the Supreme Court of the United States, July 1, 1985.

_____
Name of Private School

_____
Address

_____
Name and Title of Private School Representative
(Print or Type)

_____
Date *Signature of Private School Representative*

(USE ADDITIONAL PAGES AS NECESSARY)

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   j. ☐ Been informed of the Aguilar v. Felton decision of the Supreme Court of the United States, July 1, 1985.

Hope Christian School
Name of Private School

914 Fowler Ave
Danville, IL 61832
Address

DARRYL MYERS, PRINCIPAL
Name and Title of Private School Representative (Print or Type)

5-9-86 Darryl D Myers
Date *Signature of Private School Representative*

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(USE ADDITIONAL PAGES AS NECESSARY)

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   j. ☑ Been informed of the Aguilar v. Felton decision of the Supreme Court of the United States, July 1, 1985.

Danville Lutheran School
Name of Private School

1930 N. Bowman, Danville, IL 61832
Address

Mr. A.L. Bremer, Principal
Name and Title of Private School Representative (Print or Type)

5/6/86 A L Bremer
Date *Signature of Private School Representative*

SECTION D – NONPUBLIC SCHOOL PARTICIPATION *(P.L. 97-35, Sections 555, 556a and 557)*

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   j. ☐ Been informed of the Aguilar v. Felton decision of the Supreme Court of the United States, July 1, 1985.

First Baptist School
Name of Private School

1211 North Vermilion
Address

David Handyside
Name and Title of Private School Representative
(Print or Type)

5-7-86 David Handyside
Date *Signature of Private School Representative*

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   j. ☑ Been informed of the Aguilar v. Felton decision of the Supreme Court of the United States, July 1, 1985.

HOLY FAMILY SCHOOL
Name of Private School

502 E. MAIN STREET
Address

SISTER M. JEANNE FINSKE, Principal
Name and Title of Private School Representative
(Print or Type)

May 6, 1986 Sister M. Jeanne Finske
Date *Signature of Private School Representative*

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(USE ADDITIONAL PAGES AS NECESSARY)

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St. Paul's School
Name of Private School

1307 N. Walnut Danville, IL
Address

Gail West
Name and Title of Private School Representative
(Print or Type)

5-6-86 Gail West
Date *Signature of Private School Representative*

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Danville Schlarman
Name of Private School

2112 N. Vermilion
Address

Dennis J. Smith (Principal)
Name and Title of Private School Representative
(Print or Type)

May 6, 1986 [signature]
Date *Signature of Private School Representative*

(USE ADDITIONAL PAGES AS NECESSARY)

ASSURANCE STATEMENTS

The Applicant hereby assures the Illinois State Board of Education that:

A. The control of funds provided under this Chapter, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Chapter, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

B. The applicant will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Chapter, including information relating to the educational achievement of students participating in programs carried out under this Chapter, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

C. The Chapter 1 Activities conducted under this project during the regular school year in conjunction with regular school activites will be carried out in accordance with the applicable current court order of desegregation plan filed with the United States Dept. of Education (including modifications filed on Form HEW 441B), and all other Chapter 1 activities will be carried out on a non-discriminatory basis in accordance with the Regulations of the Department (45 CFR 80.3). Chapter 1 Activities will be carried out in accordance with Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972 (HEW 639A), and the Right to Privacy of Student Records (Federal Regulations, November, 1975).

D. [X] Chapter 1 salaries are comparable to salaries of other staff.

E. [X] All Chapter 1 personnel are properly qualified and certified in accordance with the regulations of The School Code of Illinois.

F. [X] Chapter 1 staff has reviewed this application.

G. [X] Project school teachers and parents have participated in program planning and evaluation pursuant to P.L. 97-35, Section 556.

H. [X] A complaint resolution procedure is on file.

I. [X] The LEA has (1) a district-wide salary schedule, (2) a policy of equivalence in assignment of personnel, and (3) a policy to ensure equivalence in curriculum materials and supplies.

J. [X] Chapter 1 ECIA instructional services are not provided on the premises of religiously-affiliated private schools. Aguilar v. Felton, Supreme Court Decision, July 1, 1985.

CERTIFICATION

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

WE HEREBY CERTIFY that, to the best of our knowledge, the information contained in this application is correct and documentation of information contained in this application is on file in this school district; the agency named below has authorized us, as its representatives, to file this application; and such action is recorded in the minutes of the agency's meeting.

The Board of Education of Danville Community Consolidated School District 118
Name of School District

has reviewed this project application on May 14, 1986 and has approved it for filing.
Date

Don Pennington
Name of District Superintendent (Print or Type)

5/14/86
Date *Signature of District Superintendent*

Thomas Mellen
Name of Board Official (Print or Type)

5/14/86
Date *Signature of Board Official*

REGIONAL SUPERINTENDENT

I have reviewed this project application of the above named school district on _____
Date
and recommend its filing as a high priority need.

Name of Regional Superintendent (Print or Type)

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Signature of Regional Superintendent